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ABSTRACT

This conference proceedings of off-campus library services includes 37 papers covering the following topics: ensuring excellence in distance library services; DePaul University's research consultation service; using videos to promote library service; a virtual academic library project in England; student-centered library instruction off campus; interactive access; a national study of external degree program/library coordination; off-campus faculty perceptions of the value of library user education; information literacy; accreditation of off-campus library services; development of academic library outreach services; providing off-campus library service using notebook computers for remote access; branch campus library needs assessment; information support to distance postgraduate business students; interlibrary loan as supplier-provider for off-campus students; ERIC on CD-ROM as a multicultural research tool; library services in interactive instructional television classes; faculty awareness and attitudes regarding library services to off-campus students; navigating distance education library services in Hawaii; integrating library instruction into course modules; starting an off-campus library services program; teaching library skills to adult students; collaboration with faculty to integrate information literacy into the curriculum; developing off-campus services in Utah; faculty and liaison for the off-campus library services conference; customer services quality; distance education library services at Old Dominion University; how distance librarians stay connected; resource sharing; the Northern Alberta Library and Information Network (NORALINK); academic transformation and information services at the University of South Africa; library needs of rural distance education students; management issues for off-campus library delivery services; using the Academic Institution-Building Model (AIBM) to assess performance of off-campus library services; off-campus reference services; bibliographic instruction; reference services to graduate independent study students; and research priorities. (DLS)

ED 424 862

THE SEVENTH OFF-CAMPUS LIBRARY SERVICES CONFERENCE PROCEEDINGS

The Seventh
Off-Campus Library
Services Conference
San Diego, CA
October 25-27, 1995

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THE SEVENTH OFF-CAMPUS LIBRARY SERVICES
CONFERENCE PROCEEDINGS

SAN DIEGO, CALIFORNIA
OCTOBER 25 - 27, 1995

COMPILED BY
CAROL J. JACOB

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PREFACE

The Off-Campus Library Services Conference held in San Diego, California, October 25-27, 1995, was the seventh such conference sponsored by Central Michigan University Libraries and the Extended Degree Programs.

Since 1982 when the first conference was held, Off-Campus Library Services Conferences have provided a forum where practitioners involved with library services for off-campus constituents could gather to exchange relevant ideas, concerns, and perspectives; and to share research. Topics included the use of technology, faculty perceptions, accreditation issues, external relations/networks, library user education, video production, academic support, the virtual library, interactive instructional television, program start-up, and international program management.

All papers included in the Conference Proceedings were selected through a juried abstracts process involving Program Advisory Board members. The papers appearing in the Proceedings were accepted as received from their authors. No editing was done for content or writing style. The papers were, however, reformatted using the *Chicago Manual of Style, Thirteenth Edition* to achieve a consistency of presentation.

It is the belief of all those involved with the Seventh Off-Campus Library Services Conference that this edition of the Conference Proceedings will become a significant part of the growing body of literature in the field of off-campus library services.

Carol J. Jacob
Compiler
October 25, 1995

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A great amount of hard work and long hours have gone into the production of the *Seventh Off-Campus Library Services Conference Proceedings.* There are many people, including the authors who contributed to this volume and whose papers extends the reach of the conference presentations beyond the meeting, who deserve recognition for their contributions to this project.

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And to the staff of Off-Campus Library Services, the Central Michigan University Libraries, and the CMU Extended Degree Programs who directly and indirectly contributed their time, guidance and support to the publication of the *Seventh Off-Campus Library Services Conference Proceedings.*

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Dialogue for Distance Learning:
Ensuring Excellence in Distance Learning Library Services

Constance Mulligan Baird
Sarah Connelly Vaughn
University of Kentucky

In response to long-standing public requests for graduate, professional and undergraduate programming across the state, the University of Kentucky (UK) has developed and is currently expanding a sophisticated network of distance learning technologies (information resources) to serve diverse needs throughout the Commonwealth and beyond. Historically, UK has been delivering distance learning credit courses and programs on-site since the 1920's and was a pioneer in the delivery of credit courses by satellite beginning in 1974 with the Appalachian Community Satellite Network (ACSN). Since 1990, the University's commitment to service and programming through distance learning has grown even stronger with distance learning initiatives included in the most recent UK five-year strategic plan.

Currently, UK utilizes several distinct delivery systems to "make additional educational opportunities available through distance learning programs and the innovative use of distance learning technologies...and provide the necessary training, technical support and incentives to enable on- and off-campus programs to be of equal quality" (University of Kentucky Strategic Plan, adopted 1993). The UK Distance Learning Networks include:

The Interactive Video Network--two-way video/two-way audio to seven community college/regional university sites across the state as well as three sites on the main campus in Lexington. Origination of classes may take place from local or remote sites to any of the connected locations. Full academic programs and credit coursework which take advantage of this technology include:

- Ed.D. in Administration/Supervision and Higher education
- A series of courses leading to the Bachelor's in Clinical Laboratory Sciences
- A series of courses leading to the Bachelor's in Physical Therapy
- A series of courses in the RN to MSN program
- A series of courses leading to the Master's degree in Nursing
- Select courses in Poultry Science; Library and Information Science; Family Studies and Engineering

The Satellite Delivery Network--one-way video/two-way audio using Kentucky Educational Television's (KET) STAR CHANNELS satellite transponder to deliver to over 1700+ downlink sites statewide and nationally including community colleges, state universities, public schools, public libraries and corporate/government agencies. UK has Ku-Band uplink and downlink antennas with reception from both C-Band and Ku-Band satellites. The University offers a host of programs and courses each semester using KET STAR CHANNELS including:

- Masters in Mining Engineering--statewide; Pennsylvania; West Virginia

- ○ Masters in Special Education--select Eastern and Western Kentucky sites
- ○ Select courses in Animal and Equine Science; Computer Science; and Rehabilitation Counseling

Videotape Delivery--via UPS to homes. The University of Kentucky College of Pharmacy offers a Non Traditional Pharm.D. Program to practicing pharmacists in Kentucky and several other states including California, Delaware, and Ohio. All required coursework for this degree can be completed by video instruction without interruption of the student's normal employment and without need to relocate. Future plans include expansion of the degree program nationally via satellite delivery.

Kentucky TeleLinking Network (KTLN) Star Schools--is a federally funded project made possible by the United States Department of Education. A "network of networks", KTLN Star Schools uses interactive video technology to link eight university hub sites, including the University of Kentucky and the seven Kentucky regionals, to networks of school sites throughout the Commonwealth creating over 50 interactive video sites across the state.

These innovative networks and the successful programming delivered over them is the result of a unique team approach to distance learning at the University of Kentucky--using a "one university" concept. All sectors of the University have representation on the presidentially-appointed Distance Learning Committee and are actively involved in the development and implementation of the UK Distance Learning initiatives, policies and expansion. Representative groups include the University of Kentucky Lexington Campus, the Medical Center, the Community College System, Research and Graduate Studies and Information Systems. UK is also in the unique position of being able to use the 14 campus Community College system as the base for distance learning sites for both interactive and satellite program delivery across the state.

While developing our Distance Learning Networks and the credit programming to be delivered via the various technologies, the underlying philosophy has always been to make the experience for the student seamless and transparent--ensuring that all library and academic support services available on the main University campus are replicated through distance learning. The Director of Distance Learning Library Services (DLLS) and the Director of Distance Learning Programs (DLP) (the administrative and budgetary liaison for distance learning university wide) have worked closely together and with library and administrative support personnel throughout the state to achieve that goal. This close cooperation has resulted in streamlined management of the Distance Learning support services network; responsible budgeting to support distance learning resources and personnel; coordinated evaluation of support services and better communication with distance learning faculty and students regarding the wide range of support services available. During the most recent Southern Association of Schools and Colleges (SACS) Re-accreditation Visit, nine team members and special distance learning observers noted that "In many respects, the students (in distance learning) receive more personalized care and attention than their fellow students on the Lexington campus, particularly in the area of library services....(p.93)".

Support services for Distance Learning have created a strong infrastructure and include provision of:

- ○ full- or part-time technical coordinators at all of the interactive/satellite sites
- ○ half-time academic site directors at those locations designated as "graduate sites"
- ○ a wide range of student services including registration, admissions and "troubleshooting"
- ○ financial support for distance learning administrators/faculty
- ○ travel funds for distance learning administrators/faculty
- ○ distance learning faculty orientation and instructional design support
- ○ scheduling and marketing for all distance learning courses and programs
- ○ toll-free lines both in-state and out-of-state

The most critical academic support service comes through the Distance Learning Library Services (DLLS) operation which provides an array of information resources for the students and faculty involved in Distance Learning delivery. Specific services include:

- ○ Individualized bibliographic searches
- ○ Reference requests
- ○ Access to UK Libraries materials through copies of journal articles and monographs (over 5,000 articles photocopied and mailed to student in FY '94)
- ○ Instruction and orientation in library use
- ○ Local reserve materials
- ○ Access to electronic information

Students can access these services in a number of ways including:

- ○ traditional mail request
- ○ in-state and out-of-state toll-free lines
- ○ e-mail
- ○ FAX

Distance Learning students receive the same library privileges as would an on-campus graduate student: three month check-out with the option to renew twice. Overdue fines are waived, but students are held accountable for any lost or damaged materials. The DLLS librarian coordinates with other professional librarians at community college and regional university distance learning sites to ensure that students enrolled in the distance learning programs receive consistent, quality research information and service. In addition, each of the interactive distance learning sites designated for graduate course delivery is equipped to provide students with computer connections directly to the UK network which allows them expanded use of the e-mail system to communicate with not only librarians but also with faculty, administrators and other students. Using these connections, they can also perform searches on the library on-line card catalog (a NOTIS system) and its databases (ERIC, Medline, and Expanded Academic infoTRAC). Responding to the increased interest in access to the information highway, the DLLS has most recently developed a World Wide Web HomePage (http://service1.uky.edu/Libraries/dislearn.html) to further expand the Distance Learning student's access to information pertaining both to what UK has to offer and to what services/resources are available via the information highway.

Ongoing evaluation and dialogue concerning Distance Learning Library Services has enabled both the DLLS and the DLP Director to respond to changing student needs; programmatic concerns; budgetary requests and accreditation team visits (both regional and discipline based) with appropriate and adequate resources. More specifically, since 1991, the DLLS has issued an assessment/satisfaction card in all packages mailed to students in an effort to gather information from users as to their satisfaction with the library services provided. In general, the return rate has been respectable with an average 35% each year. Comments are generally positive and indicate an overall satisfaction with the services provided. More importantly though, several particular criticisms have resulted in specific changes to the library support. For example, frustration with receiving a packet of articles, but no indication as to whether more were on the way, resulted in the creation of a "check-sheet" included with each packet to clarify to the student the status of their request. Another comment led to placing the FAX number on the DLLS librarian's voice-mail message which, although seemingly minor, has resulted in fewer frustrated students. Overall, providing the assessment card has allowed students a direct line through which they can express concerns or problems--be it with the DLLS specifically or with any other aspect of the Distance Learning experience.

In a continuing effort to improve and expand Distance Learning Library Services, the DLLS librarian has most recently collaborated with other librarians in the UK Library System and the UK Community College Library System to apply for a Telecommunications and Information Infrastructure Assistance Program (TIIAP) grant. Through the grant, monies have been requested to install and implement the ARIEL document transmission system at the 14 UK Distance Learning/Community College library sites with the goal of expediting document delivery to the primarily place-bound students enrolled in distance learning degree programs. Implementation of this technology will greatly reduce the disparity students experience in gathering scholarly research information required, especially for the doctoral degree program completion.

Recent planning for Distance Learning at the University of Kentucky indicates that the current DL Networks will continue to expand at a rapid rate accompanied by even more diverse academic and continuing education programming at all levels including lower division coursework shared among the community colleges; upper division undergraduate coursework from the main campus to the community colleges in a 2+2 delivery format; expanded master's and doctoral level programming; development of shared programming among the eight state institutions of higher education and CE programming for professional groups such as law, medicine and dentistry. With this explosion, the communication and coordination of Distance Learning support services, particularly the library component, becomes critical to the continued success of the University of Kentucky Distance Learning Networks.

Two Heads Are Better Than One:
DePaul University's Research Consultation Service

Rick Bean
DePaul University

Many extended campus libraries have adopted a proactive philosophy to help them meet the challenges inherent in the field of distance education. One example of this philosophy is finding ways to reach out to students and acquaint them with available resources and services (Latham, Slade, and Budnick 1991).

At DePaul University's Suburban Campus Libraries, this philosophy is exemplified by its Research Consultation Service. Using this service allows a student or faculty member the opportunity to request an individualized consultation session with a full-time suburban campus librarian. Research consultation sessions range from helping a student focus their research topic and formulate a research strategy to directing them to and demonstrations of useful electronic resources.

This paper will include a review of the literature, a look at the implementation of the service at DePaul's Suburban Campus Libraries, an examination of the Research Consultation Evaluation Project, and a discussion of a promotional campaign used to increase the awareness of the service.

LITERATURE REVIEW

A review of recent literature indicates the concepts of "research consultations," "term paper counseling," or "individualized bibliographic instruction" are not new. But descriptions on how such programs operate, how they are publicized, how effective they are, and how students have responded to them is lacking in the literature (Ishaq and Cornick 1978). This paper will address those concerns in relationship to DePaul's Research Consultation Service.

Analysis of the literature regarding research consultation provides evidence of its many advantages. As far back as 1978, Ishaq and Cornick discovered a major benefit of the University of North Carolina at Chapel Hill's Library and Research Consultations to be the ability of librarians to acquire personal and friendly relationship with students (Ishaq and Cornick 1978). Bergen and MacAdam revealed that when a student has the opportunity to make an appointment to consult with a librarian, their sense of psychological safety increases. Also, the one-on-one, personalized nature of consultations can help the student and the librarian come to a more trusting and comfortable basis of social interaction (Bergen and MacAdam 1985).

In her report on bibliographic instruction for graduate students, Kazlauskas described models of instruction and concluded the "ultimate" bibliographic instruction would be a one-to-one session with the researcher and the librarian (Kazlauskas 1987). Rowe claimed that the fourth step of the University of West Florida's bibliographic instruction model, individualized instruction, acts as a "safety net" to catch users whose needs are not met during group instruction sessions. She further states that individual research consultations are beneficial for librarians as well as students by allowing more time to prepare for such a session and acquiring more satisfying results (Rowe 1991).

Gratch and York discovered that research consultations provide adult students (quite frequently an extended campus' major student body) the small amounts of interaction they need. These students respond to such interaction due to time constraints, focused objectives, autonomous personalities, and the immediate nature of their research questions (Gratch and York 1991). At Northeastern Illinois University, Jurgens and Villa pointed out that their library's Research Paper Consultation Project has helped students become self-thinkers and offers them a non-threatening forum to ask librarians questions (Jurgens and Villa 1992).

There have also been reports that claim research consultations are inefficient and waste staff time (Kohl 1984). Other studies concluded that research consultations are no more beneficial than lecture-based instruction sessions and are very labor intensive (Donegan, Domas, and Deosdade 1989). The DePaul University Suburban Campus Librarians noted the forementioned advantages and benefits of a consultation service and began planning the implementation process.

IMPLEMENTATION OF THE SERVICE

The implementation process began with the identification of the need for a consultation service at the DePaul Suburban Campus Libraries. The next step was the creation of procedures and an appointment request form. Schobert noted that there is a definite need for careful planning and consideration of the human resources available when starting a consultation service (Schobert 1982). After a series of planning sessions, the Research Consultation Appointment Request Form (Appendix A) and a set of procedures that included length of sessions, use of the request forms, and setting up consultations with the patron (Appendix B) were produced. During the Spring 1990 Quarter, the DePaul University Suburban Campus Librarians started the Research Consultation Service.

Soon after the service had been implemented, the librarians agreed the next step was to formulate a marketing strategy to let students and faculty know that the service was available. The librarians also realized this should have been part of the planning process.

This marketing plan consisted of four ways to publicize the research consultation service. This four-part strategy included introducing the service to students during classroom instruction sessions, adding a description of the service to the DePaul University Suburban Campus Libraries' Fact Sheet (this document, which described the resources and services available at suburban campus libraries, has since been incorporated into the current DePaul General Library Fact Sheet), and suggesting the service as often as possible during reference interviews and conversations the librarians would have with faculty.

After the service and the marketing strategy had been in place for a year, the librarians agreed to discuss the Suburban Campus Libraries' Research Consultation Service with other DePaul University librarians at a professional staff meeting. Soon after that meeting, the two DePaul Chicago Campus Libraries, Loop and Lincoln Park, decided to adopt a research consultation service. The Suburban Campus Librarians also decided to create a process of objectively evaluating how effective their service was and identifying areas for improvement.

RESEARCH CONSULTATION EVALUATION PROJECT

In the Fall of 1991, the Research Consultation Evaluation Project began with a series of planning sessions. During those meetings, the librarians produced a list of goals for the evaluation project (Appendix C). The next step was to produce an evaluation form that would be completed by the librarian (Appendix D) and a separate evaluation form to be filled out by the patron (Appendix E).

These forms would assist in discovering what type of patron requesting research consultations, how the patron became aware of the service, how effective was the consultation for the patron and the librarian, and how much time the librarian used in preparing for the session.

The Research Consultation Evaluation Project was implemented in the Winter 1992 Quarter and ended after the Winter 1993 term. During that time, 49 research consultations were conducted. After each session, the librarian and the patron completed an evaluation from. Librarian evaluations totaled 45 and student evaluations equaled 27 for a response rate of 91% and 55% respectively.

The results of the project showed that the librarians rated their sessions either "excellent" or "good" 86% of the time and none of the sessions were rated "bad" or "very bad." When asked how much time they spent preparing for the session, librarians used 1/2 to 1 hour (36%), 1-2 hours (36%), and 2-3 hours (24%). No librarian reported a preparation time of over three hours. Librarians also indicated which sources they had used during their preparation. ILLINET Online, DePaul's online catalog, was the most frequently used source (84%), followed by CD-ROM databases, excluding INFOTRAC (78%), Library of Congress Subject Headings (56%), and INFOTRAC (47%).

Undergraduates in DePaul's non-traditional, adult education curriculum, the School for New Learning used the service 77% of the time, and 22% were students from the Graduate School of Business. Positive student evaluation results include 89% indicated they learned about the research consultation service from a classroom instruction session, 100% felt the librarian understood their project either "very well" or "well," 78% said after their session, they either knew "very much" or "much" about DePaul's libraries, 100% rated the session either "very helpful" or "helpful," and all of the students who participated in research consultations during the project said they would use the service again and would recommend it to other students.

An analysis of the evaluation forms indicated that the Research Consultation Service had been beneficial for the patrons who requested one. Based on those positive responses, the librarians decided to continue to provide the service after the project was completed. Even though the service was rated a success, one statistic the librarians hoped to improve on was the total number of requests. The Suburban Campus Librarians then decided to implement a program to further promote research consultations to make students, faculty, and staff more aware of the service.

PROMOTIONAL CAMPAIGN

The Winter 1994 Quarter was earmarked for the start of the Research Consultation Promotion project, but the planning for this campaign began in early Fall 1993 with the formation of goals and objectives. During the first planning meeting after the goals and objectives were agreed upon, the coordinator of the project met with the other three team members and gave them specific assignments.

One librarian was given the task of writing and distributing an article describing research consultations for DePaul's various internal publications. Another team member produced and distributed via inter-campus mail a letter discussing the service to faculty teaching classes at the suburban campuses during the Winter and Spring 1994 Quarters. A third librarian was assigned the task of creating bookmarks to be given to students when they purchased textbooks and fliers which were placed in each Suburban Campus classroom and in the Suburban Campus Libraries.

A fourth method to promote research consultations was a joint task of developing an announcement of the service on the reverse side of a request form. A student could be introduced to the service via the announcement and then turn the sheet over and fill out the request form.

The Suburban Campus Librarians met three additional times during the Fall 1994 term to review drafts of promotional materials and discuss distribution strategies. Once the final drafts were accepted, they were distributed to the appropriate locations or persons. This distribution component of the campaign occurred during the break between the Fall 1993 and Winter 1994 quarters.

DISCUSSION

Was the promotional campaign a success? During the 12 months following the start of the program, the suburban campus librarians participated in 58 research consultations. This was an increase of nine sessions (8.5%) from two years before during the Research Consultation Project. Why such a small increase? One possible answer is that a large percentage of suburban campus students at DePaul take only one class per quarter. That makes it hard for them to participate in a research consultation session during their already busy schedule. Another reason may be that some students ask for assistance during less busy times of the day and get very personalized service during their reference transaction. They then do not see the need for a formal consultation session even though the librarian would perhaps be better prepared.

The DePaul University Suburban Campus Librarians need to continually promote the Research Consultation Service when they have an opportunity to do so. A new promotional campaign may be a possibility. This ongoing process includes making sure students and faculty are aware the service exists and how useful it can be to the requestor. Hopefully, this will prompt more students to fill out one of the current Research Consultation Appointment Forms (Appendix F) and make use of this highly planned and strongly promoted library service.

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APPENDIX A

Campus________________

'Research Consultation Appointment Request

Name__________________________________Today's Date_____________

Day Time Phone No. ( ) -

Evening Phone No. ( ) -

Social Security No.___________

Department or Major__________

Please Check One

__Undergraduate
__Graduate
__Faculty/Staff

PREFERRED APPOINTMENT TIMES: Please list below the days and blocks of time when you will be available. Research consultations must be scheduled **at least three days in advance** to provide preparation time for the librarian. Times are between 2:00pm and 10:00 pm, Monday through Thursday

1________________________________ (day/date/time)

2________________________________ (day/date/time)

TOPIC

Course Title____________ Due Date______________ Paper Length_______

____Term paper, Seminar paper, etc. ____Masters Thesis ______Other

Describe you subject:

What specific aspects of this subject do you intend to cover?

_____Are you just starting your research?

_____Have you done some research, but need to find more information? Please list the sources that you've used.

This is an Appointment Request From only! The librarian will contact you to establish the time of your appointment.

******************Library Use Only Below This Line******************

Date/Time Form Accepted___________ Appointment Date/Time___________

Initials________ Faxed__________ Initials____________

APPENDIX B

Procedures for Research Consultation

○Allow one hour time blocks for consultation. Be flexible in this and be aware of the possibility of making follow-up appointments with the patron.

○Make a copy of the form for your files and send a copy to the Suburban Campus Libraries Coordinator for their files.

○Make copies of all the materials that you prepare for the consultation for future reference.

○If the patron wants to make an appointment for a day you do not work at the Suburban campuses, there are several things to keep in mind:

  --**DO NOT** make an appointment for the other librarian.
  --Do let the patron know that the other librarian will be in touch with them to arrange the appointment.
  --Fax a copy of the form to the other librarian.
  --Place a copy in the other librarian's box as a back-up.
  --Do be aware that if it fits in with your schedule, you can make appointments to work with people at the Chicago campuses.

○Be sure to put the appointment on the library calendar.

APPENDIX C

Evaluation of the Research Consultation Program

Objectives for the Evaluation:

1. To give the library administration and the Chicago Libraries' staff an objective picture of how the research consultation program works at the Suburban campuses.
2. To see areas for possible improvement in how the Suburban group handles the research consultation program.
3. To provide more information to the library community on research consultation.

Goals of the Evaluation:

1. To find out how patrons found out about the service.
2. To find out how many students and faculty are using the service.
3. To find out how much time is used in preparing for the sessions.
4. To find out what tools are used to prepare for research consultations.
5. To find out how much students feel they know about using DePaul's libraries before and after the research consultation.
6. To find out if patrons feel that the service is helpful.
7. To find out if patrons would use the service again.
8. To find out if patrons would recommend the service to others.
9. To find out what types of patrons use the service:
    a. what departments they are from
    b. whether they are library users or not
    c. whether they are students or faculty

APPENDIX D

Librarian's Analysis of Research Consultation

1. Generally, how did you feel the session went? (circle one)

5	4	3	2	1
excellent	good	o.k.	bad	very bad

2. How much time did you spend preparing for the session? (circle one)

5	4	3	2	1
over 3 hours	2-3 hours	1-2 hours	1/2-1 hour	under 1 hour

3. What was the topic of the Research Consultation?

4. What sources did you use to prepare for the session? (check all that apply)

_____ILLINET Online
_____InfoTrac
_____LC Subject Headings
_____Other CD-ROM Sources (specify)
____
____
____
____

_____Bibliographies (specify)
____
____
____

_____Other Reference Books
____
____
____
____

5. Comments:

APPENDIX E

Research Consultation Evaluation

Department or Major____________________ Status: (circle one)
Grad UG Faculty

1. How did you hear about Research Consultation?
(check all that apply)
_____Library classroom presentation
_____Suburban Library Fact Sheet
_____Instructor
_____Other student/faculty member
_____Librarian outside of class
_____Other (explain)_____________________

2. How often do you use the DePaul Libraries?

_____Never
_____1-2 times a quarter
_____1-2 times a month
_____more than 2 times a month
_____Other (explain)_____________________

3. How helpful was the Research Consultation Session? (circle one)

5	4	3	2	1
very helpful	helpful	somewhat helpful	a little helpful	not helpful

4. How well do you feel the librarian understood your project?

5	4	3	2	1
very well	well	somewhat	not well	not at all

5. Before the Research Consultation, how much did you know about using DePaul's Libraries?

5	4	3	2	1
very much	much	some	not much	nothing

6. After the Research Consultation, how much did you know about using DePaul's Libraries?

5	4	3	2	1
very much	much	some	not much	nothing

7. Would you use the Research Consultation Service again?

3	2	1
yes	do not know	no

8. Would you recommend the Research Consultation Service to someone else?

3	2	1
yes	do not know	no

9. Comments:

APPENDIX F

DePaul University Libraries
Suburban Campus:___________

O'Hare: (312) 362-7611
Oak Brook: (312) 362-7403
South Campus: (708) 633-9096

Research Consultation Appointment Request

Name___________________________

Today's Date______________

Daytime Phone No. ( ) -
Evening Phone No. ( ) -
Department or Major_________________

Please Check One:_Undergraduate
__Graduate
__Faculty
__Staff

Preferred Appointment Times:
Please list your first and second choice of appointment times. **A librarian will contact you to confirm a time.** (Allow at least three days for processing this request.)

Times available for scheduling are:

Oak Brook Campus	Monday-Thursday, 2:00-10:00pm
O'Hare Campus	Monday-Thursday, 2:00-10:00pm
South Campus	Monday-Thursday, 4:30-10:00pm

1______________________________
(day/date/time)

2__________________________
(day/date/time)

Topic

Course Title____
Paper Type (term paper, thesis, other)___________________________________
Paper Length_________________________ Due Date___________________

Describe your subject or assignment as specifically as possible:

If you have done some research, list the sources used:

If you need more information, call a Suburban Reference Librarian at the phone numbers above.

Librarian__________________________ Date___________________________
Total Time Used on Request____

8/94

Librarian, Clone Thyself!
Using a Video to Promote Your Library Service

Ann Taylor Blauer
University of South Alabama
Baldwin County

The library services at the Baldwin County Branch of the University of South Alabama (USABC) are handled by one full-time professional librarian with a part-time staff member to cover the contractual hours at a local cooperating library. As in many off-campus situations, the lone professional librarian is responsible for all facets of library services, including, but not limited to; planning and development, financial support and control, marketing of the services to students, group and individual research instruction, and filling of students' requests. Arguably, the most important of these tasks is the marketing, since without this promotion of services, usage could drop appreciably, to the point of questioning the need for such services. Any product or service needs promotion to succeed, and this marketing can certainly take many forms. As the sole librarian at USABC, I decided to use a video to augment the many promotional posters and printed materials which I had developed. In essence, my plan was to clone myself in order to be in several places at one time.

THE PITCH

For the past six years, I have visited as many classes as possible early in each quarter to give an overview of the library services available. This appearance certainly personalizes the printed promotional materials, since students can "put a face" with the name. However, as more classes have been added, this personal orientation has passed the point of presenting an individual challenge and has become one of a "mission impossible." An identical "breaking point" has been experienced and noted by Simons. "Although a library orientation conducted by a librarian may be preferred, many libraries look to other means of presenting this information" (Simons 1990).

Several options were considered, but a video seemed to be the best value considering the production and support equipment needed. A computer-assisted instruction program was considered; however, this method relies more on individual motivation to go through the program and would require the availability of expensive computer equipment at several sites. Others in the field have obviously been investigating the merits of various alternatives. After studying four methods of instruction using CD-ROM systems, Davis notes "that the video instruction method was more effective in teaching students..." (Davis 1993). The versatility of video tape made it the clear winner for this project, since many copies can be dubbed, only basic equipment is required, and most every professor, even the die-hard, "non-techie", can play a video.

Since there was no budget for this project, creative financing (i.e. begging for favors) was necessary. The University of South Alabama does not have an elaborate television production facility; thus, I had to call various departments to determine what was available. The person in charge of our library's Instructional Media Department was very willing to help, but was the first to acknowledge the limitation of his equipment. He had no editing equipment, thus all transitions from one scene to another would be "hard" stops. While I recognized that my financial restrictions would not allow for a slick, commercially-produced product, I continued to search for a university source which would provide some editing and embellishments.

My search led me to a relatively new professor in our Communications Department. As it turns out just three months earlier, he had received a special allocation from the Director of Graduate Studies to purchase some computerized video editing equipment to enable him to produce more sophisticated promotional videos for the University. Certainly, tied to this purchase was the objective of instructing communication students in the basics of television production.

Thus, my timing, for a change, was so very fortunate. The professor had a class scheduled for the next quarter through which four students would be assigned university-related video projects. While each of these students essentially approached his/her own assignment as an independent study, they worked together on the logistics for all the projects. This cooperation in establishing appropriate backdrops, setting up cameras and lighting equipment, and assisting each other in the editing steps not only expedited the actual filming but served as an informal learning mechanism through peer instruction.

CASTING

Not too long after the quarter had begun, I received a call from a student who said that she had been assigned to develop my video. We established a time to meet on my next trip to main campus. It seems to be a given that most off-campus projects, which involve coordination with others on main campus, require quite a bit more time to finish the project, since the distance prevents impromptu visits common in on-campus collaborative efforts.

As with any creative project, the initial meeting provides a chance for those involved to get to know one another, to determine each person's preferences and strengths, and to gain insight and focus for the task at hand. Thus, within a week, I met Junko Hermada, a very inquisitive senior assigned to my library project. Junko was raised in Tokyo, Japan, and had only been in the United States through her college years. Her command of the English language was very good, although we both struggled some with the interpretation of my native Southern Drawl.

With this independent study, the student was expected to approach this video project as if I had hired her to develop it through a typical commercial venture. Normally the media consultant would develop the script based on her perceptions of what I , as the client, wanted; however, given the short ten week span in a quarter, I felt it impossible to finish several rewrites of a script and the filming, editing and creative additions. Thus, I agreed to write the script. Since this project was to be modeled on my basic presentation, writing of the script was not an involved process. In fact, with any similar project, the wording of the script is very important to getting the desired end-result, so it is advisable to maintain control of this step. After all, it is usually the technical and creative expertise which one usually needs on such projects, not the message.

The main point which I emphasized to Junko during our initial interview was that I wanted this video as upbeat and flowing as possible. I encouraged her to suggest changes to the script and add such special effects as possible to keep it lively. Granted, there would be a certain amount of material which would be dry, but necessary, but if we add pleasing visual interludes and interesting transitions, the overall effect could be positive. With this mission in mind, we parted with our respective assignments: she to investigate possible background music, available video clips of the use of technology in libraries and scheduling possibilities; and I to write the script. Within a week, I mailed to her my initial effort with suggestions for local shots, special effects, and voice-overs.

QUIET ON THE SET

The branch of the University of South Alabama is geographically located in the center of one of the physically largest counties East of the Mississippi River. We share the higher education market with a community college, but our branch offers only upper level and graduate courses so as not to duplicate those offerings of this fellow state-supported school. While our branch has enjoyed consistent enrollment increases given the course restrictions, it will most likely never obtain a large student body, which now fluctuates around five hundred fifty students. Due to this relatively small potential enrollment, for years we have had to "borrow" classrooms around town wherever available. These different locations, made it difficult for me to give my general library orientation to many classes each night. In the last two years, we have purchased a complex which will reduce our locations to two. This consolidation will help, but at the same time we are adding new courses; thus, it is still difficult for me to see even half of the classes. Hence the video. It will not only help spread the word about the library services, but also visually show the students our other location.

The weather was cooperating with glorious sunshine when the long awaited filming day arrived. The plan called for only two different locations for indoor shots and then to take as many outdoor shots as possible. With a low budget production we were trying to record all the raw footage in one day. Getting the best lighting affect seemed to be the slowest step in the setup. Then came the action.

The filming of my speaking parts went fairly well, even though several "takes" were necessary. Of course, there were the usual mechanical problems, such as muted audio, and the human problems such as forgetting to turn on the second camera. I had hoped that the special effect of my spinning a CD into the camera could have been incorporated, but the Communications Department does not own the appropriate equipment. Also, the filming of computer screens was not as clear as I had hoped. Otherwise, everything seemed to go well.

THE EDITING FLOOR

Several weeks went by with no communication from Junko. Finally, I heard from her to say that they were working on the project and editing many clips of scenes of library computer usage, as well as the local shots. Several more weeks passed, and the end of the quarter was approaching, so I called to get an update. My concern grew, since Junko was to graduate this quarter and return to Japan. I did not want her to leave this project at a point where someone else could not complete it, as needed. As it turns out, it was advantageous for the four independent study students to work together on their projects, since Junko finished it to a point to receive a grade; however, it was not polished enough to use. Junko's colleague who helped her film our spot was assigned to finish it the next quarter. He had several projects to finish to complete his requirements for the course. The professor in charge of overseeing these projects anticipated it taking two or three weeks to make the necessary changes and allow time for other typical interruptions. However, the bulk of the next quarter passed with no word from the student. After several calls to the student, the professor realized that he would have to finish the editing in order for the video to be available for use at the beginning of the next quarter.

THE REVIEWS

Opening night was delayed nine weeks from the projected availability of the video. When the final edition was ready, six copies were dubbed from the master. To get feedback from the students, I used two methods of evaluation: questionnaires and a focus group approach. The questionnaire was divided into two parts. (Appendix #1) The first part is intended to gather data regarding the students' knowledge of library services before the video. The second section measures the information acquired during the viewing by asking direct questions regarding the contents of the video. I had hoped to have access to some specialized equipment which would have added a third evaluation method called "preference analysis." With this approach, a video tape is made of the audience's reactions and attention levels at different parts of the presentation. This equipment, however, was not available at a time, when I could have used it.

Eight classes in varying fields of study and grade levels were chosen to view the video and complete the questionnaire. A cover letter to the professor explaining the reasons and procedures for the video was left in each room. (Appendix #2) Before the video was shown, each student was to be given a bookmark with an outline of library services and my name and telephone number on it.

Basically, the reviews indicated that the video did in fact serve its intended purpose of imparting information on the library services for our branch. Obviously, some students were aware of our services from my personal presentations. However, the answers to the content questions from those students who were new to our branch clearly show that the video made them aware of the variety and locations for the services. The focus group felt the content was very good. Most of their comments addressed the film quality in relation to "graininess" and some vibration of the camera. Overall, all who have viewed the tape have expressed supportive opinions of the purpose and outcome of this project.

THE FINALE'

Quite often, the anticipation of exorbitant production costs will squelch any creative notions of making a video, be it for education or business. Granted, if this venture is pursued through commercial means, the estimated costs will send most librarians with meager budgets back to the drawing boards. However, my experience with using the video resources of our university demonstrates that videos can be affordable. The total cost of our video other than staff time was basically just the blank video tapes used for duplicates.

Developing a video as a monitored student project does have some drawbacks. Since the student is primarily responsible for creating the video, you do not have total control over the content and approach. It is most important to impart your expectations and creative ideas early in the game. Also, since the purpose of the process is a learning task, you are not dealing with experienced production technicians. There will be glitches, such as camera vibrations, varying audio levels, and some lurking shadows, which a veteran of the field would have avoided or corrected. The main axiom with such an endeavor is that it will take much longer than expected to get the finished product. This delay, however, could possibly occur through a commercial venture as well.

In general, if you have a basic presentation which is given numerous times to many groups, a video should be considered. The time and effort saved can be much better used for more unique and indepth requirements of your expertise.

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APPENDIX #1

LIBRARY VIDEO EVALUATION

PART A:

1. How many quarters have you been a student at Baldwin County Branch of USA?
_____ quarters

2. Were you aware of the library services in Baldwin County before viewing this video presentation? ___ yes ___ no

If yes, how did you know about these services? ______________________________

3. Do you feel this video is clear in giving an overview of the variety of library services available in Baldwin County?
_____ yes _____ no

4. Since the purpose of the video is to make you aware of the numerous library services available to you, did it leave any MAJOR questions in you mind about these services?
_____ yes _____ no

If so, what questions do you still have? ______________________________

____

____

PART B:

5. Name two available local sources for information in Baldwin County for USA students._____

____

6. What is the primary method of accessing information for library research for USA Baldwin County's students? ______________________________

____

7. What types of materials can you receive through the library services at USA Baldwin County?

____

____

8. What are the best days to contact the USA Baldwin County librarian in order to have materials brought for you from main campus? ______________________________

____

9. What day does the librarian go to main campus to fill requests? ____________________

____

APPENDIX #2

TO: USABC Faculty Member

FROM: Ann Taylor Blauer, Head
Informational Services, USABC

RE: Video of Overview of USABC Library Services

After contemplating and trying alternative ways of promoting the library services for USABC, I decided to try a video. By having a video tape of my orientation to library services, you have much more flexibility to show the video at your convenience during tonight's class. Certainly, it will have more impact to show this presentation immediately after you have discussed the requirements for your course.

I do urge you to hand out my bookmark and show this brief five minute tape, since it is the main way for your students to know of the many library services which we have for them here in Baldwin County. While you might not have an assignment which requires library resources, your students will need to know about these services for their other classes. This video will not be shown in every class this quarter.

I certainly appreciate your time and support in using this medium to spread the word. Just leave the video in your room, and it will be picked up in the morning. Many thanks.

From Understanding Off-Campus Learners to the Virtual Library

Peter Brophy
University of Central Lancashire

"There must be more ....." was the comment of one higher education off-campus student reflecting on the experience of using the stock in his small college library (Goodall, Library Support, 1995). He was one of a sample group of students who had recorded their library use in a detailed diary survey of off-campus students. The students reflected on their experiences of searching for the information they needed for their assignments in focus groups, and demonstrated both the ingenuity displayed when immediate resources proved inadequate and the unfulfilled needs they experienced in trying to follow university courses in conditions of library-poverty. "There must be more ...." was also the title of a seminar held in Preston, U.K., in June 1995 to discuss these findings and map the way forward.

The North-West of England offers a region of contrasting populations, ranging from urban centres such as Preston and Lancaster, each with a university, to small industrial centres on the coast of West Cumbria and relatively isolated communities in the rural areas of the Lake District and the Pennines. While in global terms the region is compact, covering no more than 10,000 square miles, its mix of populations adds to the lack of opportunities, and particularly educational opportunities, which many of its citizens enjoy. The familiar difficulties of one-parent families and an increasingly elderly population are joined by significant ethnic minorities, mainly from the Indian sub-continent. The challenges of bringing higher education to such mixed populations are immense.

At the University of Central Lancashire in Preston, the Centre for Research in Library & Information Management (CERLIM) has been researching the problems of library support for higher education across the region for some years. The University itself has approximately 1,500 off-campus students studying under "franchise" or other partnership arrangements (see Brophy (1993) for a more detailed description). CERLIM has taken a two-fold approach to the problem. Firstly, with British Library funding, the Centre has carried out a two-year in-depth study of how off-campus students use libraries, what their difficulties are, and the strategies they employ to overcome those difficulties. Secondly, an IT-based approach has explored the methodologies which could be used to take library resources from the University and deliver them to the students: the virtual library, not as a nationally-significant collection delivered across research networks with multimedia or even virtual reality at its core, but as a practical solution to real problems using realistic, inexpensive and simple technology. The main vehicle for the IT-based research and development has been the European Commission funded BIBDEL project, which is the subject of a separate paper at this conference: it is not, therefore, described in detail here. An account of the project appeared earlier this year (O'Farrell 1995) and a number of the Project's reports are now available (Wynne, Papachiou and O'Farrell, Access to Campus: Preliminary, 1995; Access to Campus: The Design, 1995). Looking to the future, CERLIM has developed a concept for a "Virtual Academic Library Of The North West", called VALNOW, which would bring together all the regions academic libraries as a single resource for the use of all students. It is intriguing that a proposal for a "University of the Lakes", using the same principle for the development of its library services, has recently been produced (Campbell-Savours 1995). An account of CERLIM's work in this field appears in Brophy, Goodall and Wynne (1995).

The "Library Support for Franchised Courses in Higher Education" project, of which the "There must be more ...." seminar was one output, came to an end in July of this year and the Final Report is expected soon (Goodall, *op. cit.*). Interim results have been published elsewhere (Goodall, Franchized, 1994; Use of Diaries, 1994; Franchizing Courses, 1994; Impact, 1995). There were three main phases in the project:

> 1. A survey of library provision, including investigations of the *university* view and the *college* view i.e. perceptions from both sides of the professional providers;
>
> 2. Detailed studies of the *student experience*, including interviews with teaching staff to elicit information on teaching and learning methods, and extended *diary* and *focus group* studies of students using both off-campus groups and on-campus equivalents for comparison;
>
> 3. Explorations of the *library network* in the UK, including the identification of *innovative approaches* and *planned developments*.

While the project reports contain a wealth of detail of this work, it is worth trying to pick out some of the particularly interesting features. The university view was as varied as one might expect: comments from university librarians ranged from the supportive and open, "we can learn from the initiative shown by librarians with small budgets", to the dismissive - eleven of our 40 respondents could see no benefits at all for the university library in involvement in off-campus work. By way of contrast virtually all the college library respondents could see real benefits in their involvement in higher education work (Goodall, Impact, 1995), not just professionally but in the improved recognition of the importance of the library. For example, one respondent reported: "we now have a much higher profile with senior management and our need for more stock and premises has now been recognised". Another, asked "Has provision for higher education students changed the way the library is organised?", replied "A new library has been built and a qualified librarian appointed for the first time". Such are the real triumphs of partnership.

The student experience is of course the key to developing better services, and the title of this paper reflects our belief that only by understanding how students act and why they work in the ways they do can better services be provided. As an aside, this can be linked to another strand of CERLIM's work, on the application of quality management to libraries, where the emphasis on customer satisfaction, "fitness for purpose" and "meeting customer requirements" is paramount. It is not insignificant that the University of Central Lancashire Library is one of the few major libraries to be accredited to the ISO9000 quality management standard.

The project researcher, Deborah Goodall, worked with groups of students in a number of subject areas: Health Studies, Business Studies, English, Leisure Studies and Engineering. Although results showed some variation, and in some cases it was not easy to identify large samples, the outcome of the diary and focus group studies provided significant findings which will help us to design appropriate services for the future. Let me take the BA (Health Studies) course run internally at the University and off-campus at one of the partner colleges as an example.

A total of 19 students were involved, 12 on-campus and seven off-campus (originally 12, but five withdrew from the diary study and weren't interviewed). Fig. 1 depicts the library which the students normally use for study:

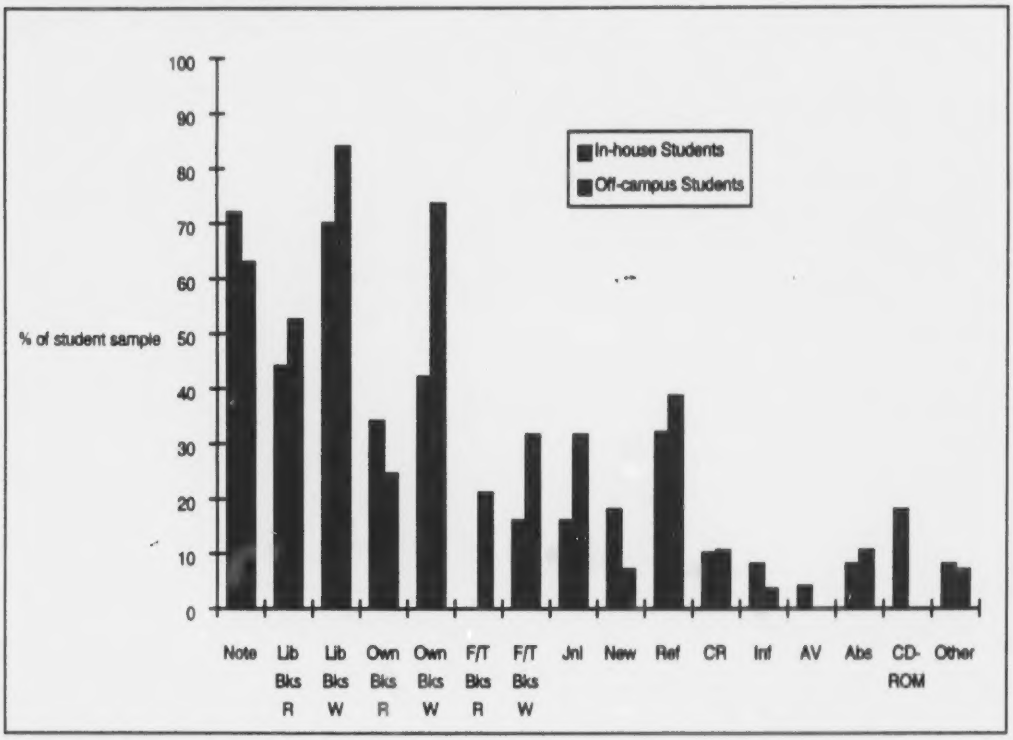
Fig. 1: Library Normally Used To Support Studies

	On-campus	*Off-campus*
College	2	6
University only	5	0
University and Public	5	0
Public	0	6
Hospital	0	1

Some off-campus students gave more than one option.

The diaries asked students to make entries for all the different ways that they used libraries when working on their assignments. Fig. 2 provides the results for this set of students:

Fig. 2: Use of library materials by off-campus and in-house Health Studies students for a combination of four assignments.

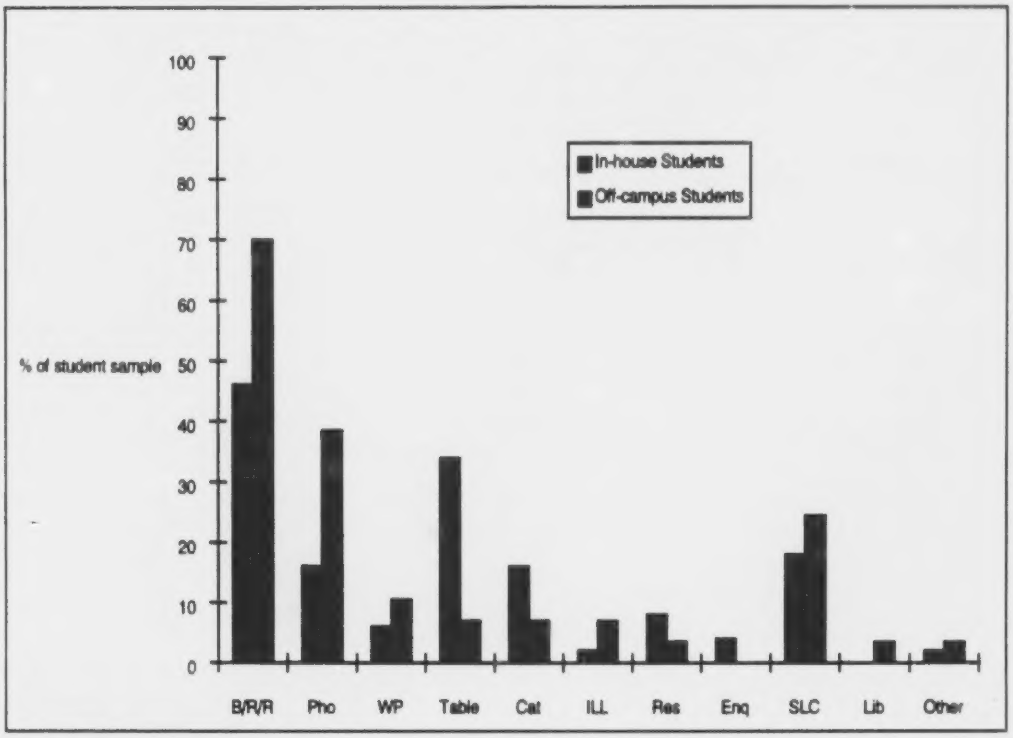


Key To Abbreviations:

Notes	Using own notes e.g. lecture notes, notes made previously from books etc.	Jnl	Journals
		New	Newspapers
Lib Bks R	Library Books...on reading list / recommended	Ref	Reference e.g. dictionaries, directories
Lib Bks W	Library Books...other wider reading	CR	Course reader e.g. photocopies from tutor
Own Bks R	Own Books...on reading list / recommended	Inf	Information files in Library
Own Bks W	Own Books...other wider reading	A-V	Audio-Visual e.g. videos, slides
F/T Bks R	Friend's/Tutor's Books...on reading list / recommended	Abs	Printed abstracts/indexes
F/T Bks W	Friend's/Tutor's Books...other wider reading	C D - ROM	CD-ROM
		O	Other

It is noteworthy that, in this sample, off-campus students made much more use of their own books for wider reading than their on-campus counterparts, and more use of books belonging to tutors and friends. Journal usage was higher among off-campus students than their on-campus counterparts, a finding common to many of the other groups. It appears that smaller journal collections can be easier to use - a case of "small is beautiful"? There were also significant differences in the ways that the two groups used library services (Fig. 3):

Fig. 3: Use of library services by off-campus and in-house Health Studies students for a combination of four assignments.



Key To Abbreviations:

B/R/R	Borrowing/returning/renewal	ILL	Inter-library loan service
Pho	Photocopier	Res	Reservations
WP	Word-Processing facilities in the library	Enq	Enquiries relating to this assignment
Tables	Study Tables - private study / group work	SLC	Short Loan Collection
Cat	Library catalogue	Lib	Library guides/publications
		Other	Other services

Here it is striking that less than half the on-campus students borrowed library materials, while 70% of off-campus students did. Conversely, use of the library for study was much more common on-campus than off. Off-campus students did much more photocopying than those on-campus.

These examples of results from one group of students are presented here only as examples of the findings from the project. The Final Report will contain further details, and should be consulted for a broader overview.

It is clear that the off-campus student is disadvantaged in the provision of library facilities, not only in that fewer materials are available, but also in that time for study in the library - to take but one example - is reduced. The typical off-campus student is under considerable time pressures: often they are adults, frequently with family responsibilities. They work at home, rather than in the library, and so have fewer opportunities for interaction with library services. As an aside, it is worth noting that the typical higher education student is no longer the eighteen-year old school leaver, as in the past, and that mature students, perhaps undertaking postgraduate work, are more characteristic.

Among possible approaches to the design of library services, any which emphasise ease of access, and particularly access from the home, deserve attention. The virtual library, if it was sufficiently accessible, could be one such answer. It is here that the second thread of research in CERLIM comes into play. The BIBDEL project, in so far as CERLIM's own experimentation is concerned, has involved building a link between the University Library and Newton Rigg College, a specialist agriculture and forestry college in Cumbria. In addition to catalogue access and document delivery, access has been provided to the University Library's networked CD-ROMs and to a file of electronic journals. Furthermore off-campus users have been able to access some remote databases via the University (and in particular those which are provided to all UK higher education students at zero end-user cost, such as the BIDS service at the University of Bath) and to pose reference enquiries to University Library subject experts. This last service has perhaps been the most intriguing, since the loss of face to face contact seriously undermines the normal negotiated query process. Library staff have limited opportunities to explore questions with users dynamically, and users cannot as easily be urged to explore the literature for themselves. In the UK university libraries do not normally offer telephone enquiry services, still less information services of the kind found in commercial organisations. The approach is rather to provide staffed enquiry points and reference interviews with students, in what is almost "tutorial mode". We are interested in exploring further how this concept can be extended to the remote user.

The future, and in particular our VALNOW concept, looks towards the use of technology not just to deliver to the remote user from one library but to build a network of provision. In 1994 a proposal for funding was made to the Higher Education Funding Council for England which envisaged drawing together the existing resources of the region to provide a networked resource for higher education. The contributors would draw on a range of existing cooperative measures, including

The *Partner Colleges Library Network* of the University of Central Lancashire, which is a grouping of 23 college libraries, led by the University Library, providing library services to the 1,500 University of Central Lancashire students studying off-campus;

Dispersed Campuses: Lancaster University operates on three sites, including support for over 1100 students on its Ambleside campus which is centrally situated in south Cumbria but closely linked to the main Bailrigg campus in Lancaster. The libraries on the University's campuses are networked, as are other services;

Electronic Networks in Cumbria, where the County Library provides computer systems for some college libraries enabling integrated access to college and public library catalogues. Many college libraries in Lancashire likewise have access to the Lancashire County Library's electronic network, and can access the University Libraries' OPACs;

Information Networks: The Cumbria Environmental Network (CEIN), a collaborative project based on the libraries of Cumbria County, Lancaster University, Newton Rigg College, the Institute of Terrestrial Ecology, the Institute of Freshwater Biology, the Lake District National Park and various local government departments;

Cooperative Products: the two Universities and Lancashire County Library meet regularly at Chief Librarian level and have developed a number of cooperative products, such as a guide to sources of European information in the County. The Group has already signed a formal agreement on cooperation;

ISDN Communications experiment: the University of Central Lancashire and Furness College in Cumbria are implementing an ISDN link for multimedia communications as part of a research project funded by British Telecom which has clear library implications. There are also close links with cable companies in the North West of England;

The VALNOW project has been designed to provide the following:

○ An IT-based solution to the problems of remote access, searching and document delivery, including the management of the document delivery process across a geographically-dispersed academic and research community, so as to create a "virtual library" in support of that community;

○ Monitoring, through field trials, the effectiveness of different services, including traditional delivery by mail and fax, and their implications for users and for the libraries of the consortium and identifying areas for further research, development and negotiation;

○ The establishment of clear management structures and procedures for VALNOW, and monitoring of their effectiveness;

○ Mechanisms for collaborative strategies for research and development, and for introducing new services, with especial emphasis on collaborative IT-based developments, with a view to ongoing development of the virtual library concept;

○ The establishment of appropriate training courses and activities for both library staff and users, including the use of IT-based solutions;

At the current time it has not been possible to secure the necessary funding for VALNOW to be implemented, although it is hoped that a start can be made in 1996. Whatever the outcome of these negotiations, continued research into user behaviour coupled with ongoing development of IT based services will undoubtedly help us to move towards the situation when library services for off-campus students are as extensive as those available on campus.

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Uniform Quality and Convenient Access: Student-Centered Library Instruction Off Campus

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The library literature is replete with research on bibliographic instruction in academic libraries. A search of the descriptors field of ERIC on CD-ROM covering 1992 to March of 1995, using the terms library-instruction and academic-libraries yielded 120 citations. Much has also been written and reported in a variety of specialized areas of library instruction, ranging from technology, to curriculum, to faculty attitudes. In addition, a body of research is dedicated to two-year, undergraduate and graduate level library instruction. So essential is the growth and development of this aspect of academic librarianship that the Association of College and Research Libraries (ACRL) division of the American Library Association includes a section for Bibliographic Instruction (BIS) (ALA 1994/1995).

Far less research, however, has been done on library instructional services at remote, off-campus sites or branch campuses. A second ERIC search of the descriptor fields using the terms library-instruction and (multi-campus-colleges or distance-education or branch-libraries or extension-education) yielded only five citations for the same time period. Arguably, many issues confronted by bibliographic instruction professionals in traditional academic environments spill over into off-campus library instruction . Liaison relationships with teaching faculty and other librarians, effective instructional design, library assignments, presentation formats and models, evaluation, updates, and a whole array of general topics are common to both off-campus and traditional bibliographic instruction.

Nonetheless, certain areas of library instruction are unique to practitioners at off-campus sites. For example, curricular offerings at main campus sites are frequently taught at branch campus facilities. A course, that is, many be duplicated at a number of locations under the instruction of a variety of qualified faculty. Each location may provide library collections and information access in support of the programs. Usually, syllabi issued to the students remain identical system-wide. The services and collections, however, are not identical across the library system. Difficulty, therefore, can arise when a student enrolled at an off-campus location is confronted with an instructional assignment designed around resources or services at another campus location, most often, the main campus. It is the task of off-campus librarians to help these students learn to find appropriate and useful library resources at their home campus and to assure that the collection development process is designed with their research needs in mind.

The purpose of this paper, therefore, is to describe off-campus library instruction issues, emphasizing uniformity of academic quality and convenience of access at off-campus locations. Uniform quality and convenience means providing for the academic research endeavors of off-campus students without forcing them into unnecessary travel or inconvenience to gain access to required information. It also means providing a planned core of quality information resources and services allowing for exploration of research topics consistent with that of the main campus without lengthy delays associated with interlibrary loan. In short, support of off-campus programs extends to curricular resources support.

With this in mind, it then falls to off-campus library professionals to assess and develop collections in consultation with faculty and their library counterparts at the main campus, and to design and develop library instruction sessions comparable to those offered at other locations.

The impetus for the paper was a library instruction evaluation study designed and administered at the branch campus site. Results of the study appear as appropriate throughout the paper. As the data will illustrate, community college students as well as university students were included in the study. Since the paper draws a comparison between library instruction at main and off-campus university sites, only instruction sessions presented to university students are included in the discussion. All evaluated library instruction sessions were planned, designed and taught by the same librarian during the 1994-95 academic year.

The organizational approach to the topic is twofold. First, the discussion will address planning and modification aspects of developing library instruction in an off-campus setting. This part of the discussion will include examination of the course description in the college catalog and consultation with faculty. In addition, the modifications portion of the paper will discuss main campus library instruction guidelines and comparisons of facilities, resources, and instructional materials. Next, the paper will examine implementation issues for students and faculty who demand uniform quality and the convenience of off-campus programs. This part of the discussion will focus on the reality of library instruction at off-campus sites and the method and means of presentation. The implementation section will also explore bibliographic instruction issues unique to off-campus environments, such as teaching the students the most effective access route to local resources.

The setting for the discussion is the University of Central Florida's (UCF) Brevard Campus, located in Cocoa. The main campus is approximately 40 miles west of Cocoa in Orlando. The campus shares facilities, including the library, with Brevard Community College (BCC) and offers a variety of upper division and graduate level programs in Business, Education, Engineering, and Health and Public Affairs. UCF and BCC also cooperate in 2+2 agreements. The BCC/UCF library contains a book collection of approximately one hundred thousand volumes and periodicals totaling nearly 800 titles. In addition, users have electronic catalog access to the Library Information Network for Community Colleges (LINCC) and to the state universities through the Library Users Information Service (LUIS), as well as access to a variety of CD-ROM resources.

MODIFICATION STRATEGIES

The greatest emphasis in upper-division and graduate level library instruction at Brevard is in the Business, Education and Nursing programs. Courses in these areas, particularly at the graduate level, include research-project components with library instruction sessions as a part of the course syllabus. For business and nursing, the focus is on development of undergraduate research skills. In education, library instruction introduces students to research strategies aimed at exploring and analyzing current research trends on the graduate level.

The need for instructional modification was drawn into sharpest focus during preparation for library instructional sessions for the College of Business curriculum, Business Education 2000. The foundation class, named Cornerstone Course, is Management 4129. It requires demonstrated competency in teamwork, communication, creative thinking and skill in adapting to change (BE 2000 n.d.). Students are assigned to teams to complete critical thinking exercises and a research project in the library. Part of the critical thinking aspect of the course requires students to demonstrate their knowledge of research techniques by selecting appropriate resources, book or serial, index or catalog, paper copy or electronic access, and to use them to develop and support their ideas.

The main campus bibliographic instruction module for MAN 4129 includes a self-guided tour of the library with worksheet and an instructional session outline with accompanying cooperative group worksheet. Ideally, the uniform character of instructional content assures that all students —and this course has a very large enrollment — are exposed to a relatively uniform experience. At Brevard, however, we have no self-guided tour of the library. When this study was done, the Campus had no library instruction classroom. So all sessions included a guided tour of the library as a part of the class.

In addition, the main-campus course outline and cooperative group worksheet include general library resources such as the electronic catalog and subject-specific resources in business available in Orlando. For Brevard students, it was necessary then to add search skill instruction for not one but two online catalogs, to eliminate unavailable resources and substitute alternative business resources available at the branch. The bibliographic instruction preparation for this course meant the complete revision and modification of the course outline and worksheet. Main campus documents and the off-campus modification are shown in appendices A1 through A4. Class evaluation for this instructional session indicated that some students were overwhelmed by the amount of information covered. Comments appear below. Most were positive in their lecture evaluation comments. Their most frequent recommendation was for increased instruction about electronic access. A graphic illustration of the summarized data appears in Figure 1.

FIGURE 1: LIBRARY INSTRUCTION EVALUATION
MAN 4129

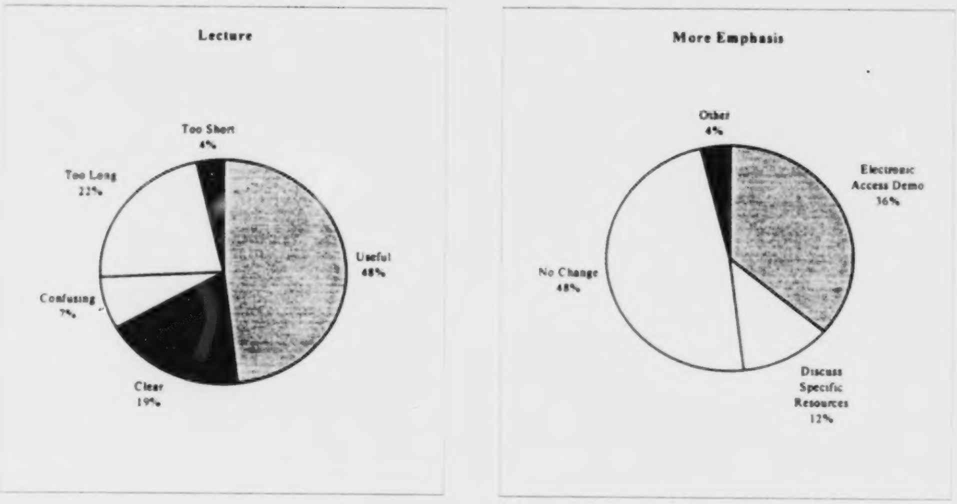

Figure 1. MAN 4129

BEST COPY AVAILABLE

Comments

- ○ Good presentation.
- ○ Thank you.
- ○ More time, more complete written instructions to hand out.
- ○ I like it.
- ○ Work in small groups.
- ○ More assistance with project.
- ○ Not everything at once.
- ○ Good job.

Business Ethics and Society (MAN 4701) is another course offered at Brevard as well as at the main campus. Bibliographic instruction content constraints for Management 4701 are more flexible than those for Management 4129. Content flexibility affords optimum local collection and service integration into the class design. It also demands a strong faculty liaison relationship if the quality of the course is to be preserved. After meeting with the faculty member who teaches the course, and close examination of the syllabus, we designed and printed a library pamphlet for business ethics students. The guide outlines strategies for organizing and completing a research project in business ethics. It also includes a list of appropriate online and CD-ROM resources with brief descriptions and scope notes. Remote access and department telephone numbers, as well as branch and main campus library hours are also listed on the brochure. The brochure is shown in appendix B.

The Business Ethics Library Guide was an individual effort at the campus. The need for it became apparent after faculty consultation and much first-hand experience with frustrated students. It was, however, so well received that faculty used it as a model for business ethics classes offered in Orlando. Class evaluations for this session indicated satisfaction with library instruction. Comments were positive. See Figure 2 for complete results.

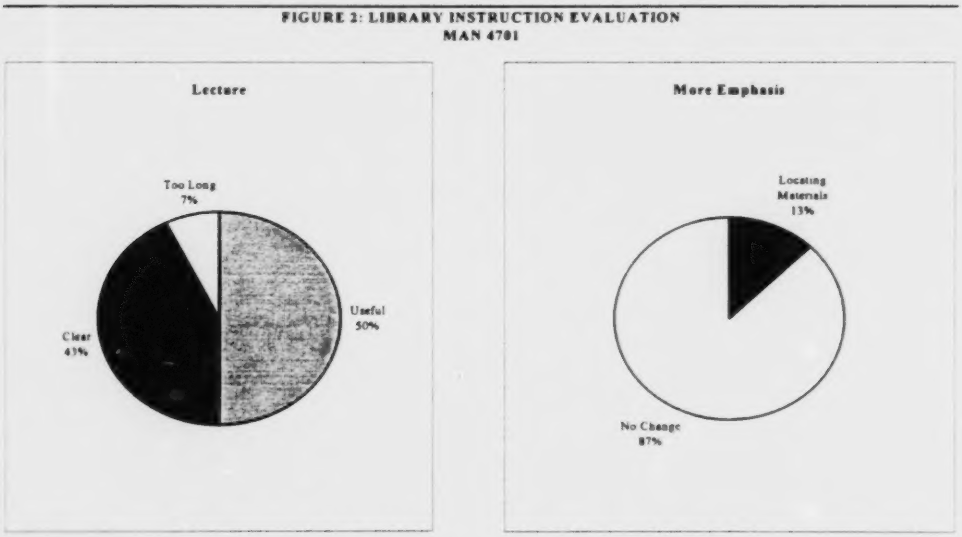

Figure 2: MAN 4701

Comments

- ○ Good job.
- ○ Good lecture.
- ○ Enjoyed, learned a lot in short time.

The college of education offers a more varied curriculum with undergraduate and graduate majors ranging from Art Education to Vocational Education. No library instruction sessions were required or requested for Brevard students enrolled in the undergraduate program. Three library instruction sessions were offered to students in the graduate education program.

The first session was for students in Fundamentals of Graduate Research in Education. EDF 6481 introduces the concepts of research design and data analysis, and examines the research literature by use of library resources (*UCF Graduate Catalog* 1994). The course is part of the graduate education core curriculum and must be taken by students in almost every graduate education program. Library instruction for these students focuses on introductory research strategies. Handouts for searching ERIC, use of the ERIC thesaurus and obtaining documents, as well as a discussion of the ERIC citation screen provide the centerpiece material for the class. Most graduate students are familiar with library organization and have at least minimal skill in searching electronic catalogs and finding information. Nonetheless, a brief review of the command structure for community college and university catalogs is provided. Library instruction evaluation for this session was largely positive. Student recommendation for change centered unequivocally on the need for an improved means of demonstrating electronic access either by instructing smaller groups or by using an enlarged screen. See comments below. Graphic illustration of the data appears in Figure 3.

FIGURE 3: LIBRARY INSTRUCTION EVALUATION
EDF 6481

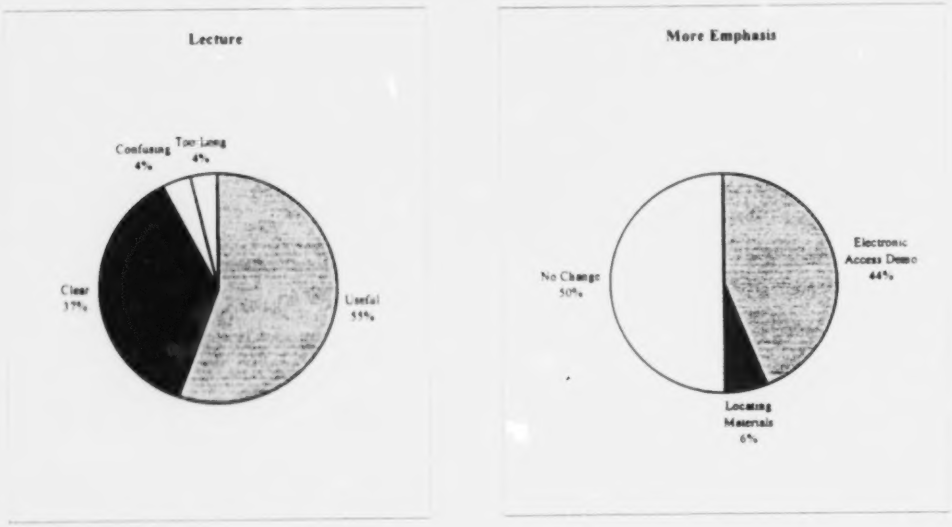

Figure 3 EDF 6481

Comments

- Very clear and concise.
- Need visual aids, small groups.
- Who cares?
- Smaller groups; overwhelmed.
- Smaller groups; too much information.
- Electronic access from home?
- Smaller group and hands-on.
- Very useful instruction for someone unfamiliar with library.
- Smaller groups would help.
- Need hands-on.
- Need overhead.

The second library instruction session offered for graduate students in education was Elementary Education Seminar, EDE 6938. The course is part of a program designed to meet the needs of classroom teachers whose career coal is to remain in the classroom (*UCF Graduate Catalog* 1994). It provides experiences in the foundations of education, an update of the student's skills and an understanding related to current research finding and instructional trends. Faculty consultation previous to the instruction session indicated an interest in focusing search skills on a variety of library reference tools. To accompany the library session, the instructor and librarian developed a work sheet to demonstrate research skills acquired by students by using the resources discussed in the bibliographic instruction class. Student evaluations of library instruction for EDE 6938 were quite positive on lecture content. For the recommendations question, however, their comments were consistent with those made for all the sessions: improvement of electronic access demonstration. All comments appear below. See Figure 4 for graphic summary of data.

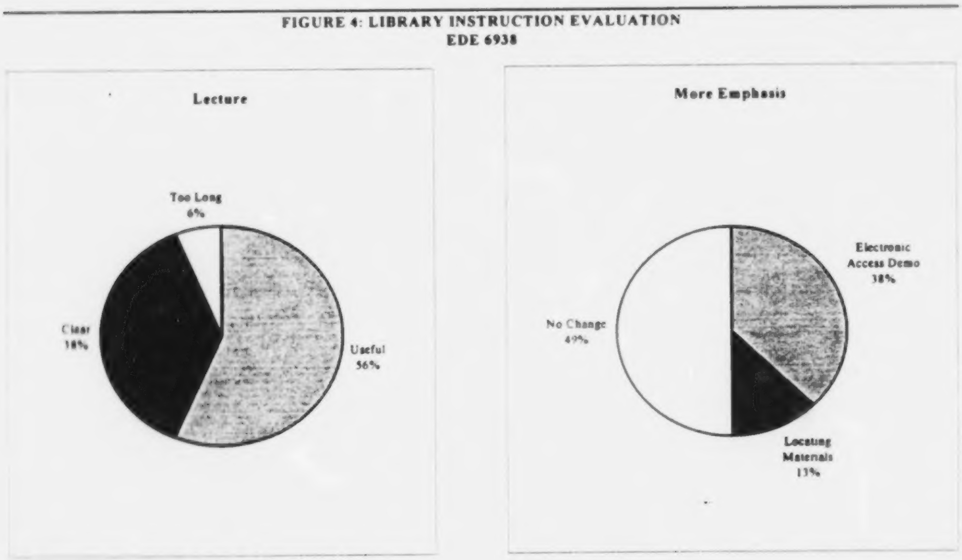

Figure 4: EDE 6938

Comments

- It is a good start.
- Excellent presentation.
- Can't wait to use system.
- Glad to have resource here; don't have to go to Orlando.
- Have a search guideline.
- Provided a good base.
- Clearer LINCC/LUIS.

The third library instruction session offered at Brevard for graduate students in education supports the curriculum for Creative Activities in Early Childhood. EEC 5206 explores organization of instruction and methods for creative activities (*UCF Graduate Catalog 1994*). Library instruction design for this course presented a challenge. Although it has a laboratory component, the course has no library assignment or analytic research portion. As a result, library instruction provided a general overview of library resources as well as demonstrations of electronic access, library catalogs, ERIC and *Academic Abstracts (CD-ROM)*. Modified education resources handouts were distributed. The instructor also requested a general library tour and demonstrations of micro-format equipment use. Otherwise, little advance consultation between the librarian and the faculty member occurred, leaving the instructional objective unclear. Furthermore, subsequent review of the evaluation outcomes revealed an instructional oversight unique to off-campus library instruction. That is, although EDE 6938 is taught off-campus at Brevard, many of the students enrolled in it attend many of their classes at the main campus in Orlando. These students use library facilities there. Their library instruction evaluation results and comments ranged from brutally honest to disgruntled. Comments such as, "I am a UCF student." or "I use the main library and am familiar with the resources there" clearly indicate a communication failure. All class comments appear below. As off-campus library professionals, we need to be aware of which facilities students are using and provide alternative instructional opportunities there. Graphic evaluation results are shown in Figure 5.

FIGURE 5: LIBRARY INSTRUCTION EVALUATION
EEC 5206

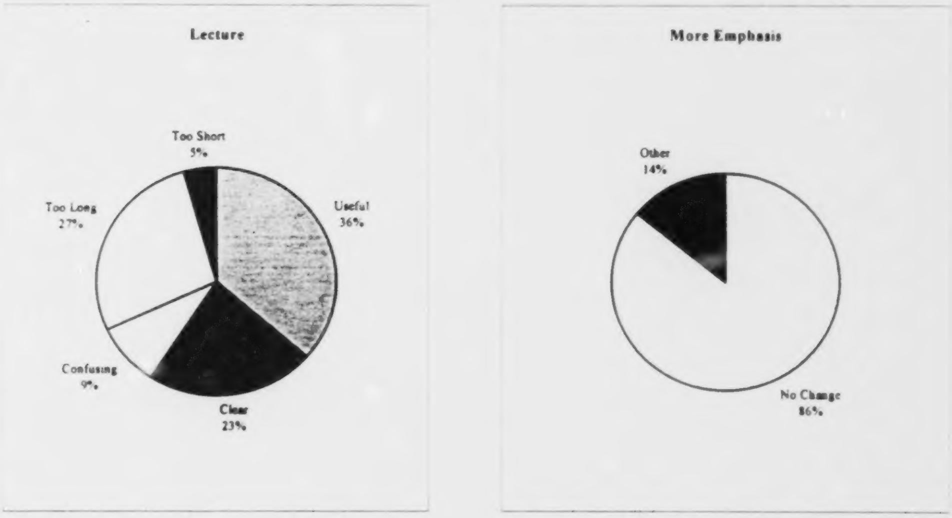

Figure 5: EEC 5206

Comments

- Know what students are familiar with.
- Bored with information already known.
- Attend UCF; bored with same information.
- Need to do on our own time.
- Semi-confusing.
- Helpful, useful.
- Interesting & helpful.
- I use the UCF Library.
- I always use the UCF Orlando Library.
- Am very familiar with abilities of the UCF library system.

One library instruction module was offered to undergraduate nursing students for a course called Critical Inquiry, NUR 3165. In it, students study approaches to problematic situations in nursing by investigating, analyzing and interpreting nursing research (*UCF Undergraduate Catalog* 1994). Library instruction for these students centers on developing search skills for allied health databases such as the *Cumulative Index to Nursing and Allied Health Literature (CINAHL) CD-ROM.* Faculty and students also use online catalogs for local and remote access to books. Nursing students are enrolled in the Bachelor of Science in Nursing (BSN) program. Usually, they are assigned no extensive research projects, so skill in searching *CINAHL* using the online thesaurus seems satisfactory. However, nursing resources help sheets available at the main campus were revised and modified for branch campus use. Student evaluations of nursing classes indicates general satisfaction with library instruction for students in the Bachelor of Science in Nursing program. More than seventy percent of them found it useful. Almost half, however, recommended additional emphasis in electronic access instruction. Only one student offered a comment, "Should have written backup." Graphic evaluation results are shown in Figure 6.

FIGURE 6: LIBRARY INSTRUCTION EVALUATION
NUR 3165

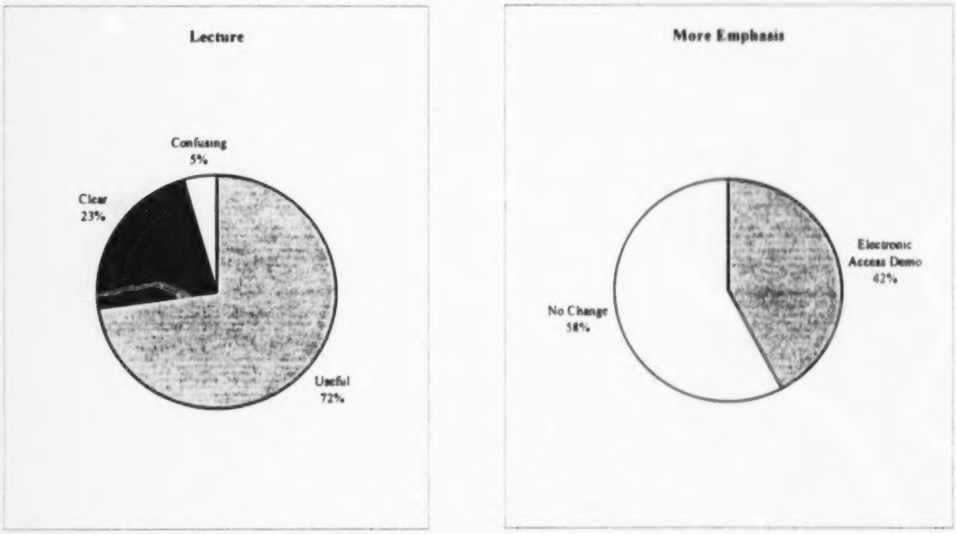

Figure 6: NUR 3165

The campus general library guide also proved to be a an off-campus resource in need of overhaul. Originally modeled on the main campus brochure, it described the most effective means of obtaining resources and services from the main campus. When the guide was first printed, no university personnel were on the off-campus library staff. Brevard's library guide was revised and reprinted in 1993. It is now divided in two sections: one describes branch campus services; the other lists information relevant to main campus library use. The guide is shown in appendix C.

OFF-CAMPUS STUDENTS

Students at Brevard have chosen the off-campus location for a variety of reasons. Many of them fit the model Elliot discussed in *The Urban Campus* (1994). "Most new majority students work, if not full-time, then part-time, and although many are dependent on some type of financial aid--a grant, loan, scholarship, or work-study arrangement--many are largely self-supporting and self activated. Many of these students are place-bound by economic necessity or as the result of family obligations." They have responsibilities, jobs and commitments that demand local and often part-time access to higher education to suit their busy schedules. Zemsky (1993) also refers to the new majority, adult learners as "the non-rite-of-passage student." He describes them as, "these purchasers of our product," implying a consumer mentality concerning higher education. These students are aware of their rights as consumers and the principles of total quality. For them, evening classes and part-time student status, common practice in off-campus environments, provide the means for educational achievement while preserving work and family. In addition, they are aware that their cost per credit hour is equal to that paid by students who live on or near campus, and that they are entitled to the same quality education. In the following section, we will examine issues related to design and implementation of library user education strategies for "new majority" students who demand uniform quality and convenience off-campus.

IMPLEMENTATION

Since no classroom facility for library instruction was available in 1994-95, instructional sessions in the library required students to meet in one area, usually reference, where an array of relevant resources was assembled. After introductory comments and distribution of guides and evaluation sheets, students were given instruction on developing search strategies and selecting appropriate resources. For most subjects, part one of the session examined census and statistical information, as well as specialized encyclopedias, dictionaries, directories and handbooks. Because of the combined walking-tour/demonstration nature of the sessions, paper and electronic tools were introduced separately. So, after standard reference works were explained, the students were introduced to general and subject specific indexes.

The next part of the session comprised demonstrations of online catalogs as well as networked CD-ROM indexes and abstracts. Students were shown the electronic community college catalog (LINCC) first. As upper division students, most were familiar with electronic catalog organization and search techniques. Evaluation comments indicate, however, many were confused on the issue of joint-use and the role of the university on a community college campus. They were unaware that the University purchases library resources in support of their coursework at the campus. The titles of these resources are searchable in LINCC. Obviously, the issue of partnerships is irrelevant to students. It is, however, important that they be made aware that UCF Brevard campus library materials appear in both community college and university catalogs. To access materials at the main campus or other state universities, students may use gateway access to LUIS via LINCC. Students also have direct access through dedicated LUIS terminals.

The final part of the session introduced students to subject-specific, stand-alone CD-ROM indexes in business, education or nursing. Instructional content typically included methods for topic selection based on local resources and caveats associated with obtaining materials from other sites. Students were also shown the most effective means of searching electronic indexes. The entire library instructional session

lasted approximately sixty to ninety minutes depending on the level of interest, number of questions and individual student or faculty need.

Clearly, implementing modified library instruction sessions at off-campus sites involves a great deal more than designing modified handouts and providing instruction appropriate to local resources and services. Off-campus library instruction is more than well-defined instructional objectives established in consultation with faculty. Admittedly, the joint-use element at UCF Brevard compounds an already complicated issue. Nevertheless, library instruction at off-campus sites must be completely refashioned to be appropriate. It must also preserve the integrity, quality and character of the session no matter where it is taught . Herein lies the challenge of uniform quality and convenience.

Finally, without classroom facilities, providing effective instruction comparable to that offered at the main campus is difficult. It is possible to substitute resources, search strategies or provide alternative access. In fact, electronic catalogs and many CD-ROM indexes found in Orlando are also available in Cocoa. We provide the students with instructional help sheets at the off-campus site. We also try to limit the number of students per class and do duplicate sessions in an attempt to maintain manageable class size. Nonetheless, in evaluation comments students consistently recommended "hands-on" instructional access to terminals and PC's, smaller classes and greater emphasis on searching electronic references. Without classroom or lab facilities, extensive and effective group instruction in electronic search strategies is a formidable task. When done at a standard library terminal or personal computer, demonstrations can be viewed by only a handful of students. They also lack student appeal and, as a result, decrease the quality of the learning experience. Fortunately, the campus library is in the process of installing bibliographic instruction classroom facilities.

LIBRARY INSTRUCTION EVALUATION REPORT

More than two hundred students participated in the study during the 1994-95 academic year. One hundred twenty-nine community college students completed library instruction evaluation forms for five different sessions: Communications I, College Success Skills, Speech, WENDI (Women Entering New Directions), and Allied Health. One hundred nine university students completed evaluation forms for six different sessions, Cornerstone Course (MAN 4129), Business Ethics and Society (MAN 4701), Fundamentals of Graduate Research (EDF 6481), Elementary Education Seminar (EDE 6938), Creative Activities in Early Childhood (EEC 5208), and Critical Inquiry (NUR 3165). Summary results are shown in the Library Instruction Evaluation Table.

LIBRARY INSTRUCTION EVALUATION TABLE
SUMMARY RESULTS

	Class Rank					Library Use						Lecture						More Emphasis				
						General				Prior												
Course	Freshman	Sophomore	Junior	Senior	Graduate	Never	Seldom	Occasionally	Frequently	Yes	No	Useful	Clear	Confusing	Too Long	Too Short	Irrelevant	Electronic Access Demo	Locating Materials	Discuss Specific Resources	No Change	Other
UCF Classes																						
MAN 4129	0	1	23	2	0	0	1	12	12	13	11	13	5	2	6	1	0	9	0	3	12	1
MAN 4701	0	0	4	6	0	0	3	3	4	8	1	7	6	0	1	0	0	0	1	0	7	0
EDF 6481	0	0	0	0	24	0	1	12	11	8	16	15	10	1	1	0	0	7	1	0	8	0
EDE 6938	0	0	0	0	11	0	0	3	7	6	5	9	6	0	1	0	0	3	1	0	4	0
EEC 5206	0	0	0	4	13	0	0	8	10	2	17	8	5	2	6	1	0	0	0	0	6	1
NUR 3165	0	2	17	2	0	0	3	6	11	7	14	16	5	1	0	0	0	8	0	0	11	0
UCF Totals	**0**	**3**	**44**	**14**	**48**	**0**	**8**	**44**	**55**	**44**	**64**	**68**	**37**	**6**	**15**	**2**	**0**	**27**	**3**	**3**	**48**	**2**
BCC Classes																						
COMM 1	41	6	1	0	0	1	12	25	12	21	28	33	19	0	3	0	0	3	3	1	36	0
NURSING	7	10	2	0	1	0	3	11	11	15	10	16	10	0	3	0	0	2	1	1	14	0
SPEECH	11	9	0	0	0	0	4	2	12	13	7	19	1	0	0	0	0	2	0	0	17	0
SUCCESS	9	1	0	0	0	1	1	3	5	8	2	4	6	0	3	0	1	2	0	0	4	0
WENDI	0	0	0	0	0	0	1	6	1	0	8	6	5	0	0	0	0	2	1	0	3	0
BCC Totals	**68**	**26**	**3**	**0**	**1**	**2**	**21**	**47**	**41**	**57**	**55**	**78**	**41**	**0**	**9**	**0**	**0**	**11**	**5**	**2**	**74**	**0**
TOTAL	**68**	**29**	**47**	**14**	**49**	**2**	**29**	**91**	**96**	**101**	**119**	**146**	**78**	**6**	**24**	**2**	**0**	**38**	**8**	**5**	**122**	**2**

The purpose of the evaluation form was to determine the participants' academic level, instructional affiliation, and major field of study. In addition, the evaluation seeks to explore the students' perception of library instruction by soliciting their assessment of quality and content of the session. Questions one through five on the form solicit descriptive student information. Questions one, two and three examine student affiliation, class rank and major area of study. Questions four and five roughly profile the students' previous library experience. Question six surveys students' perception of the quality of instructional content. Question seven solicits student input for improvement of the session. The comments area affords open-ended expression of user need. The instrument was originally intended for quality improvement of library instruction. Due to time and presentation constraints, the form is brief and simple, allowing students to complete it quickly at the close of the library instruction session. A sample of the form is included in appendix D.

CONCLUSION

Many positive outcomes resulted from the effort to guarantee uniform quality of bibliographic instruction to students at off-campus sites. Exploring the purpose of sessions with faculty resulted in fortified liaison relationships. Stronger relationships brought greater awareness and responsiveness from faculty concerning collection development recommendations at the off-campus site. Modification and revision of main campus handouts, subject-specific bibliographies and user guides enhanced collection evaluation and sparked collection development more consistent with the main campus and more supportive of off-campus curricular need. Close examination of course syllabi and assignments led to a review of relevant collections. Resources for which no appropriate substitutes were available were purchased and added to the collection. Revision of the off-campus library brochure and the development of course-specific research guides resulted in better communication with users and fewer repetitive inquiries by phone and at the service desks. Additionally, the updated information in the general library guide presented students with a structured outline of the distinction between main and off-campus library services. The specialized guide provided students with an outline of how to complete a research project, beginning with topic selection, at the off-campus location.

The most useful learning experience associated with the off-campus library instruction project resulted from close examination of the library instruction evaluation results. From a crude evaluation instrument, the voice of students was clear and unequivocal. All students are interested in effective library use. They are especially interested electronic access to information. Upper division and graduate off-campus students whose time is often at a premium are also interested in effective library instruction. Their course work demands library research skill. They demand local access to resources including hands-on instruction. Without conventional classroom facilities, instructional modification must be planned to meet student needs.

The other valuable lesson revealed in evaluation results is a glimpse of the future of off-campus library instruction. Once relegated only to students at remote sites, off-campus programs now include students from the main campus as well. How this trend will affect bibliographic instruction off-campus is as yet unclear. Having main campus students off-campus would seem to indicate a need for identifying student and faulty needs with greater accuracy, as well as resource and instruction consistency at a variety of locations which is after all what uniform quality and convenient access is all about.

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APPENDIX A1

Main Campus

CORNERSTONE COURSE
BI CLASS OUTLINE

Finding books on business topics
- LUIS
  - s =
  - k =

Finding journal or newspaper articles
- Print indexes
- Predicasts
- Wall Street Journal
- Electronic indexes
  - Business Index/LUIS
  - BPI/CDROM

Finding company information
- Brief information: Hoovers, Stand. Corp. discript., Moody's manuals
- Annual Reports: S

Finding industry information
- SEC

Finding additional information on electronic sources
- Moody's Company Data
- CIRR
- LEXIS/NEXIS
- BPI

APPENDIX A2
Branch Campus

CORNERSTONE COURSE
BI CLASS OUTLINE

Topic: Restaurants; fast food business

Finding books on business topics:
- LUIS
  - s=
  - k=
  - keyword input screen
- LINCC
  - s=
  - a=

Finding journal or newspaper articles
- Print indexes:
  - Business Periodicals Index
  - Predicasts
  - Wall Street Journal
- Electronic indexes
  - Business Index/LUIS/LINCC
  - Predicast/CD-ROM

Finding company information
- Brief information:
  - Hoover's Handbooks
  - Standard Corporation Descriptions
  - Moody's manuals
- Annual Reports:
  - Annual report file

Finding industry information
- SIC Manual
- Standard & Poor's Industry Surveys
- U.S. Industrial Surveys
- U.S. Statistical Abstract

Finding additional information on electronic sources
- Companies International on CD-ROM
- Business Newsbank Plus

Choose an industry as a topic

petroleum restaurants
banks telecommunications
railroads computers
airlines automobiles

In Class

Cooperative Group Worksheet
5 groups (5-6 in each group)

I. Using LUIS: UCF Library Online Catalog (finding books)
Please complete the following exercise:
Refer to the shelving chart, if necessary.

1. Find a book in the UCF Library about......

Author____________________________________

Title____________________________________

Call #____________________________________

Location/floor______________________________

Selection of following indexes: BPI, Predicasts, Wall Street Journal Index

II. Using Business Periodicals index or Predicasts FVS Index

Find an article about.........

Author____________________________________

Title of Article______________________________

Title of Journal______________________________

Vol/Issue #_________________________________

Pages____________________________________

Date_____________________________________

Does the UCF Library own this journal? (use the UCF Library online catalog, if answer is no, select another journal)

yes no

What is the format of the issue?

Current bound microfilm microfiche

On what floor is the issue located?

1 2 3 4

III. Using Standard & Poor's Industry Survey's. Find the industry in subject index

List 2 companies in your industry

____

____

IV. Using the appropriate Moody's manual, locate the following information about one of the companies above.

____

____

____

____

Name of Moody's Manual

Industrial Transportation Banks & Finance

Public Utilities etc.

V. Using BUSINESS INDEX on LUIS find an article about
your industry:
your company:

Title of article__________________________________

Title of journal__________________________________

vol; page, date__________________________________

Does UCF own this journal

yes no

on what floor is the issue located?

1 2 3 4

APPENDIX A4
Branch Campus

BE 2000 CORNERSTONE
COOPERATIVE GROUP WORKSHEET

Choose one of these industries as a topic:

petroleum
banks
railroads
airlines
restaurants
telecommunications
computers
automobiles

Please complete the following exercises. Refer to the shelving chart, if necessary.

I. Using LUIS:State University System Library online catalog
OR
LINCC:Florida Community College Library online catalog
Find a book in the Library about your industry.

Author:____________________
Title:____________________
Call Number:____________________
Location:____________________

II. Using INDEXES (finding journal articles)
Select one of the following indexes:Business Periodicals Index, Predicasts F&S Index.
Find an article about your industry from a journal that is owned by the Library.

Author:____________________
Title of Article:________________
Title of Journal:________________
Vol/Issue #:__________________
Date/Issue #:_________________
Page #:____________________

What is the format of the issue?
current bound microfiche microfilm

III. Find the Standard Industrial Classification (SIC) number for your industry.

Name of source:________________

IV. Using STANDARD & POOR'S INDUSTRY SURVEYS, find your chosen industry in the "Index to Surveys Subject Guide."

List 2 companies in your industry:

____

____

V. Using the appropriate Moody's manual, locate the following information about one of the companies in exercise IV.

Moody's Industrial Manual	Moody's Transportation Manual
Moody's Bank & Finance Manual	Moody's Public Utility Manual
Moody's OTC Industrial Manual	

Name of Company:____________________
Date of Incorporation:________________
Subsidiaries (if any) list 2:_____________
Name of C.E.O.:_____________________
Net sales for the latest year:____________

VI. Using BUSINESS INDEX on LUIS find an article about your industry or company:

Title of article:___________________
Title of journal:___________________
Vol; page, date:___________________
To see a copy of this article, do you need to use Interlibary Loan (ILL): Yes No

VII. Using STANDARD & POOR'S STOCK REPORTS

Locate your company in the appropriate stock report:
New York Stock Exchange, American Stock Exchange or Over-the-Counter
What is the price/earnings ratio?___________

VIII. List 2 sources for corporate financial information:

____

____

IX. Find your company in Companies International on CD-RAM:

What type is it?:___________________
How many employees?__________________
What is the amount of revenue?____________

GET YOUR INSTRUCTOR'S APPROVAL ☑

SELECT TERMS CAREFULLY

Success in discovering the most useful information is a function of isolating the most appropriate term. For example, in LINCC, you may search Business Ethics, Business Intelligence, Corporations - Corruption, Executives - Conduct or Social Responsibility. Each subject is related to general business ethics, each, however, explores the subject from a slightly different perspective.

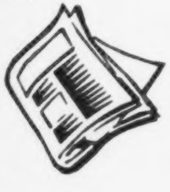
Browse the collection in your subject area. For Business Ethics, browse HF5387.

NOTE: For this part of the project, it may be useful to consult with a Librarian for suggested search terms.

Manage Time Wisely

- Use the library during off-peak times.
- Get familiar with the systems, databases and catalogs, before you begin your research.
- PLAN- If you need interlibrary loan service, you'll need at least an additional week.

Keep Current



- Read a newspaper daily
  - Wall Street Journal
  - New York Times
  - State or Local Paper
- Read business publications
  - Forbes
  - Fortune
  - Nation's Business

Telephone Numbers

BCC/UCF Library

Reference	632-1111 Ext 4470
Checkout	632-1111 Ext 2966
Interlibrary Loan	632-1111 Ext 2952

Remote Access Library Catalogs (PC & Modem)

LINCC	639-1790
LUIS	632-2760 or 631-2761

◆

BCC/UCF Joint Use Library Hours

Monday - Thursday	7:30a.m.-9:00p.m.
Friday	7:30a.m.-5:00p.m.
Saturday	9:00a.m.-Noon

During holidays or intersession call 632-1111, extension 2966.

◆

UCF Orlando Main Campus Library Hours

Monday - Thursday	7:45a.m.-Midnight
Friday	7:45a.m.-6:00p.m.
Saturday	9:00a.m.-5:00p.m.
Sunday	9:00p.m.-Midnight

During holidays or intersession call (407) 823-2756.

Business Ethics

Research Project Success Guide
for

The University of Central Florida
Brevard Area Campus

BCC/UCF Library

1963

Following is a brief overview of library resources and recommended strategies for completing course research projects.

PRELIMINARY ACTIVITIES

Read your assignment/syllabus.

THINK about what you are expected to do and what you already know about it.

Reread the assignment - just to make sure you understood.

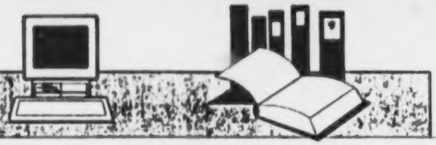
SELECT A TOPIC

(If your topic is assigned, go to SELECT TERMS section.)

Selection Criteria:
- Something that interests you
- Something that you know something about and about which you have an informed opinion

Avoid Choosing:
- Topics that are too broad in scope, e.g. Health Care
- Topics that have been "done to death"
- Topics that are too esoteric. They limit the potential to access local information. You waste time waiting for interlibrary loan or driving to Orlando to find information.
- Topics that are too current. They will not be listed in periodicals indexes. Note: It is important to supplement indexed information with current non-indexed information from newspapers and weekly Business & News Publications.

LIBRARY RESOURCES
ONLINE AND CD-ROM



LINCC
Electronic access to local and statewide community college library holdings. Also provides access to LUIS (SUS library catalogs, etc.) *Groller Academic American Encyclopedia*, Internet, and the State Library of Florida.

LUIS
Electronic access to Florida State University Library catalogs, including periodicals and select indexes, 1993 Florida Statues and a whole host of additional information services.

ACADEMIC ABSTRACTS
CD-ROM access to articles in 800 periodicals. Includes some full-text articles. Searchable by terms and phrases. Index searching available. Covers 1984 to present.

NEWSBANK
CD-ROM index to over 400 newspapers with articles on microfiche. Coverage for most categories since 1988.

CDNEWSBANK
CD-ROM access to selected full-text articles from 45 newspapers and wire services. Covers 1993 to present.

BUSINESS NEWSBANK PLUS
Indexes selected business articles in newspapers and regional business publications. Articles are on microfiche and cover from 1989 to June 1993.

ETHIC NEWSWATCH
Full-text CD-ROM database of newspapers and other publications of the minority and ethnic press in America. Covers 1991 to present.

SIRS (SOCIAL ISSUES..)
Includes access to more than 800 newspapers, periodicals and documents. Full-text information on CD-ROM from U.S., foreign and United Nations publications.

PREDICAST F & S INDEX
Gives users CD-ROM access to information on business activity nationwide, including data on companies, industries, markets and applied technology. Covers 1993 - 1994. Backfiles available on paper.

COMPANIES INTERNATIONAL
Ward's and World business directories on CD-ROM that offers powerful searching and retrieval options on more than 270,000 companies in the U.S. and around the world.

for lost or damaged items. Reserve items that are late will be billed at $.25 per hour up to $5.25. Privileges may be revoked if abused.

LIBRARY INSTRUCTION

To arrange for library instruction sessions at the main campus, faculty should contact the Coordinator of Bibliographic Instruction at 1-407-823-5880.

COMPUTER SEARCHES

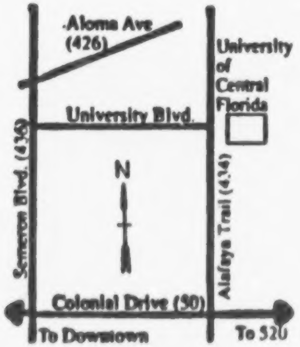
The UCF Orlando library provides a computerized information retrieval service for its faculty and students. Searches cover many disciplines in more than 500 databases. The average cost of a search is $30. Request forms and information are available at the BCC/UCF Library. For additional information you may contact the Online Search Service Coordinator at 1-407-823-5026.

University of Central Florida Library
P.O. Box 162666
Orlando, Florida 32816-2666

Brevard Community College
[illegible]rning Resources Center
[illegible]19 Clearlake Road
Cocoa, Florida 32922
631-1111 extension 4470
12/84

UCF-Brevard Campus
1519 Clearlake Road
Cocoa, Florida 32922
632-0067

MAIN ORLANDO CAMPUS

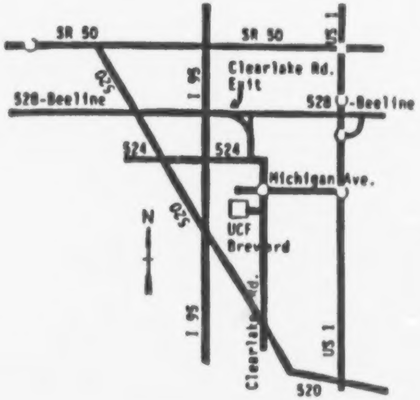

Aloma Ave (426)
University of Central Florida
University Blvd.
Semoran Blvd. (436)
N
Alafaya Trail (434)
Colonial Drive (50)
To Downtown
To 520

LIBRARY HOURS

Monday - Thursday	7:45 am - Midnight
Friday	7:45 am - 6:00 pm
Saturday	9:00 am - 5:00 pm
Sunday	2:00 pm - Midnight

During holidays or semester break call 1-407-823-2756

BREVARD CAMPUS


SR 50
SR 50
US 1
I 95
Clearlake Rd. Exit
528-Beeline
528-Beeline
520
524
524
Michigan Ave.
UCF Brevard
N
520
I 95
Clearlake Rd.
US 1
520

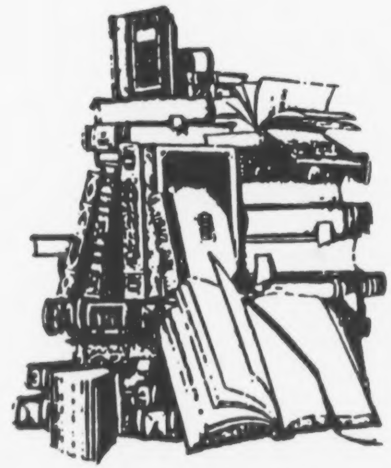
LIBRARY HOURS

Monday - Thursday	7:30 am - 9:00 pm
Friday	7:30 am - 5:00 pm
Saturday	9:00 am - Noon

During holidays or semester break call 632-1111, x 2966

Library Services

Brevard Campus



UNIVERSITY
OF
CENTRAL FLORIDA

UNIVERSITY OF CENTRAL FLORIDA
University Libraries

It is a goal of the University of Central Florida to provide a quality educational experience for all UCF students. With that goal in mind, this brochure is offered as a brief guide to library services available to UCF students and faculty at the UCF Brevard Campus.

The following information is divided into two parts. Part one describes library services available at the BCC/UCF joint-use library at the Brevard Campus. Part two provides information on library use at UCF's main campus in Orlando.

I. BCC/UCF LIBRARY

FINDING INFORMATION

At the Brevard Campus, you have access to resources at all nine State University System Online Catalogs (LUIS) as well as the twenty-eight Community College Library Catalogs (LINCC).

Local toll-free access to LUIS is available from your home PC and modem by dialing 631-2760 or 631-2761. For remote access to LINCC dial 639-1790. Ask at the reference desk for additional information.

To explore current information, use CD-ROM indexes to journals, newspapers and select reference works. Telephone directories are also available on CD-ROM.

Reference librarians will help with your information and research needs at the reference desk during all hours of library operation.

For telephone reference assistance call the BCC/UCF Library at 632-1111 ext. 4470.

BORROWING MATERIALS

To borrow library materials, present your validated UCF ID at the library circulation (check-out) desk. Students may borrow up to ten items at a time for a period of three weeks. You may also renew or return items borrowed from the Main Campus at the BCC/UCF circulation desk.

Class reserve materials are found at the circulation desk. These items include books, periodicals and other materials faculty reserve for specific courses. Request them by course name, number and professor.

Faculty may place items on reserve by going to the BCC/UCF library circulation desk and completing a reserve form.

Overdue fines are $.25 per day per item up to a maximum of $5.00 per item. For lost items, patrons will be billed the cost of replacement plus a $7.50 processing fee. Reserve items that are late will be billed at $1.00 per day up to $5.00.

LIBRARY INSTRUCTION

BCC/UCF librarians conduct general and subject-specific bibliographic instruction classes. Faculty may arrange for instruction sessions by contacting a librarian at ext. 5553 or ext. 4470.

II. UCF ORLANDO LIBRARY

OBTAINING INFORMATION

If information you found using LUIS or LINCC is unavailable at Brevard, you may borrow it from the main campus in Orlando or other locations via intercampus or interlibrary loan (ILL). ERIC documents and journal articles may also be obtained through ILL.

You may check out materials directly from the UCF Orlando library by presenting your validated UCF student ID, Special Borrower's card, or Faculty ID. There is no limit on the number of books that can be checked out. Overdue fines are $.25 per day per item up to a maximum of $5.25 per item. Patrons will be billed $45.00 per item (or actual cost if in excess of $45.00)

LIBRARY INSTRUCTION EVALUATION FORM

Class:

Subject:

Date:

1. Student Affiliation. The location of most of your classes:
   BCC UCF OTHER

2. Class Rank:
   Freshman Sophomore Junior Senior Graduate

3. Major: ______________________________

4. In the past I have used libraries:
   Never Seldom Occasionally Frequently

5. In general the lecture was:
   Useful Clear Confusing Too long Too short Irrelevant

6. Which aspect of the lecture needs more emphasis?

- Electronic Access demonstrations (Computers and CD-ROM's)
- Locating books and magazines
- Discussion of specific resources?
- No change
- Other (Please explain):

7. Additional Comments:

Interactive Access: Rocky Mountain Peak MBA

Gretchen Colbert
University of Denver

HISTORY

The University of Denver (DU) is a private institution located in Denver Colorado. It has a combined undergraduate, graduate student population of over 8,000. The majority of these students attend classes at two campuses located in Denver and utilize the library services provided at the main campus.

Penrose Library at the University of Denver utilizes the CARL (Colorado Alliance of Research Libraries) system of databases on which the DU catalog is mounted. In addition, other databases available through CARL include UnCover, Business Index, Expanded Academic Index, etc.

Most of the libraries in the state of Colorado can access CARL through local connections. As a result, patrons in remote areas can ascertain DU holdings from their local libraries. In addition, using a modem and an 800 number patrons can dial into ACLIN (Access Colorado Library & Information Network) which provides access to CARL. Students can then access not only the DU catalog but the other databases to which DU subscribes through CARL.

The School of Business at DU offers both undergraduate and graduate degrees at the Denver campus. A remote MBA program began in the 1980's to serve students in Summit County Colorado (100 miles from Denver). In September 1994 the business school implemented another remote MBA program in Vail Colorado about 120 miles from the main campus. Classes in the program (known as the Peak MBA program) are taught at the remote sites by DU faculty.

Historically, the program in Summit County generated little library involvement. The students would receive a tour of the main campus library during an initial on-campus visit. Any informational needs were met either by the student coming to the library in Denver or through their local Summit County Library.

During the past several years problems have arisen whereby students have expressed dissatisfaction with these arrangements. In the spring quarter of 1994, the business librarian at DU spent anywhere for 1-5 hours each on questions from students in the Summit County program. This usually meant doing research for students which, had they been on campus, they would have been taught how to do for themselves. There clearly was a need to establish a policy concerning the remote program students.

With the inauguration of the program in Vail and at the suggestion of the library, it was determined that a formal program of library services be developed for both of the remote business programs.

PROPOSALS FOR SERVICE

Prior to developing the program, visits were made to the local libraries both in Summit County (1 library) and the Vail area (2 libraries). Discussions were held with the librarians in the area describing the Peak MBA program and the information needs the students might have. In addition, an inventory of current holdings of business sources was taken. A preliminary discussion of resource sharing and document delivery was also held.

After these visits, several proposals for providing library services were developed and discussed with the director of the Peak MBA programs. The initial proposal included discussion of training students to use the various databases available through the CARL system, accessible either through their local library or remotely through the ACLIN system. Other service suggestions included article delivery using a business school funded UnCover document delivery account and book delivery using state library courier system. The final issue addressed was to provide a fee based research service.

The director of the program responded to the proposal by indicating that there was no money available to fund library services. A second proposal was developed after consulting again with the librarians in the local libraries.

This proposal included the training element and use of the state library courier as noted in the initial proposal. In addition, it was decided to design a mechanism whereby students could order articles and books from the Penrose ILL department to be delivered either to the student or their local library. To this end a form was specifically developed for Peak MBA students. It was designed to be different from other forms used by the ILL department, so they could easily identify the user as an off campus user. We determined that if the request was received by 10:30 and DU owned the journal in question, the request would be filled within 24 hours. If DU did not own the item, it would be processed as a regular ILL request.

The issue of research assistance was discussed again with the director of the program. His feelings were that students really wouldn't need to do a lot of library research. As a result, he felt they could either do the majority of their research at their local library or come down to DU. It was agreed that the business librarian would continue to field information requests from these students, but if this became too involved or time consuming, the issue would be readdressed.

THE PROGRAM

An orientation for new students was held prior to the new program in Vail starting in Fall 1994. At that meeting representatives of Penrose Library, Vail Library and Eagle County Library at Avon gave brief presentations. Handouts were developed describing the services available through each of these libraries. The form developed for requesting materials from Penrose was also distributed at this time. Additional request forms were given to the local libraries.

The librarian at DU developed a handout specifically describing the services available. This included the locations of other libraries in the Vail and Summit County areas and how to order material from Penrose or from UnCover (a CARL database). In addition it defined the databases available through the CARL system and how to access ACLIN remotely.

During the first quarter of classes, students came to the Denver campus for orientation. At that time they toured the Library and were reminded of the services that could be provided. Students also received computer accounts and student ID's at this time.

ONGOING SERVICES

All faculty teaching in the Peak MBA program were notified about the library's involvement. They were informed that the business librarian would teach classes on business resources to their class at the remote sites.

During the winter quarter the Vail program offered a class on international business. This course was taught by a professor who routinely has bibliographic instruction classes held for his students. A BI class was set up for this course.

DU business school offers a strong international component in their MBA program and Penrose attempts to collect as many materials in this area to accommodate this focus. The problem for Peak MBA students is the lack of international information available remotely. As a result the faculty member and the business librarian met to discuss the class project before the quarter began.

In order to assist students several things were done. First, some duplicate material was loaned to the library in Avon (primarily Price Waterhouse "Doing Business In" Series) in addition, the superseded National Trade Data Bank (a Dept. of Commerce CD-Rom product) was loaded on a computer in the Avon Library. Secondly, international bibliographies designed for use by DU students on the main campus were modified to show the holdings at local libraries.

During the first class session, the business librarian held a one hour class on international sources and how to use the National Trade Data Bank. It was emphasized that this product and other sources were available locally. Students were also advised to come to the main campus for any additional information they might need.

The business school at DU has a contract with Nexis for academic passwords. As a result all business students are given access to Nexis either at the business school computer lab or remotely. (Penrose has its own set of passwords which are maintained for use within the library). Discussion arose about providing the Peak MBA students with access.

To accommodate these users, a handout was developed giving instructions for remote dial in as well as a telnet address. A handout on Nexis structure and commands was also prepared. The restrictions on usage due to the academic contract were explicitly defined in these handouts. The major problem with this set up is that the dial in number is a long distance call.

Students were given the phone number and e-mail address of the business librarian and told to call and make appointments if they were coming to campus. During the past year, several students have called with information requests and were unable to come to Denver. These requests were straightforward and required relatively little additional time on the part of the business librarian. Information was obtained and faxed to the students.

CONCLUSIONS, LESSONS LEARNED AND FUTURE PLANS

The first year of the Vail program has gone quite smoothly. The students in the Summit Program have appreciated the additional services provided and the business faculty and administrators affiliated with the program seem to think the added library involvement has worked well.

Since this was a relatively new program for the library several lessons were learned during the planning and implementation of the program. First, it is very important to contact the libraries in the remote areas and explain your program. Giving the librarians in these areas a name to contact should problems arise is vital. Involving them in the orientation proved to be an important connection for both the students and administrators of the program.

Second, informing faculty and administrators of what services the library can provide their students is important. Often there seemed to be a lack of appreciation for what the library could do for students and the importance of library involvement in the educational process. Discussions with faculty has helped some in this regard. This will continue to be a goal of the library.

The future of this particular program seems good. It is expected that other programs at DU will "go remote". The library now has experience in providing remote services. Analysis of personnel and existing resources will need to be done as these programs expand.

An area of concern which still needs to be addressed is finding ways for students to access electronic information without incurring long distance charges. Discussions and research is underway to find local internet access which would enable students to use the DU mainframe and telnet to remote sites.

Finally, the author would like to thank Susan Potter at Regis University and Gloria Lebowitz of the University of Northern Colorado for their assistance in helping establish the program at DU. Their willingness to share their time and expertise was vital to the program's success.

A National Study of Coordination Between External Degree Programs and Libraries

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Off-campus or external degree programs have relied on a variety of methods such as extension courses, independent study, or newer distance education technologies to deliver instruction to their students. But providing adequate learning resources such as library materials has been one of the great challenges of the external degree movement.

Nonetheless, a search of the literature generated outside of the library profession on off-campus programs yields a body of work in which libraries are mentioned infrequently. And, when libraries are mentioned the reference is sometimes unflattering. For example, during the late 1980s, the Council of Graduate Schools in the United States formed a task force to study off-campus graduate programs and to set guidelines for their development. The 19-page policy statement issued by the task force refers to libraries just once and only to assert what it called the "unavailability of library resources and traditional faculty" off-campus (Council of Graduate Schools 1989, 12). Along a similar vein, a broad study which surveyed administrators nationally to examine the organizational effectiveness of external degree programs found a general perception among this group that library resources "are still lacking in many programs, or at the very least they are not equivalent to those provided to traditional academic programs" (Peterson 1991, 86).

Conversely, discussion of providing library services and resources off campus is relatively common in the library literature. The Winter 1994 issue of *Illinois Libraries* included 24 articles discussing a variety of off-campus library issues and models. Sheila Latham , Alexander Slade, and Carol Budnick (1991) found enough literature about the same topic to produced an annotated bibliography in monograph form. Another monograph, the *Off-Campus Library Services Directory*, has now been printed in two editions (Jacob 1993, Lebowitz and Schultz 1990) that list information about dozens of academic libraries supporting off- campus programs. Not all attempts to provide library services off-campus have been adequate, and this has been reflected in the library literature as well. Marie Kascus and William Aguilar (1988), for example, suspected inequity in the extent to which library support is provided on-campus and off-campus. Like the program administrators in the study cited earlier, they suspected that "some institutions have reaped substantial benefits from off-campus programs without giving full attention to providing off-campus students with the same level of services available to on-campus students" (29). Off-campus instruction, Kascus and Aguilar pointed out, can generate significant revenue relative to the amount invested.

Still, comparing the two bodies of literature, nonlibrary to library, raised questions about administrative coordination between off-campus programs and libraries. So a study (Corrigan 1993) was conducted to examine coordination between external degree programs and libraries, as perceived by external degree program deans or directors at colleges and universities in the United States. External degree programs are accredited undergraduate or graduate programs which specify that less than 25 percent of their degree requirements need to be based at a central campus site. Thus, they offered a type of off-campus program readily definable for the purpose of identifying a survey population.

The design of the study was also helped by the discovery of a relatively simple typology, developed by theorist Henry Mintzberg (1983), of the types of coordination that generally occur in organizations. These types include: (a) *mutual adjustment* or direct, informal communication; (b) *direct supervision* or the presence of persons taking responsibility for the work of others, issuing instructions and monitoring actions; (c) *standardization of work processes* or rules or goals that prespecify procedures or practice; (d) *standardization of outputs* or the prespecification of results characterized by quantity or quality; and, (e) the *standardization of skills, knowledge and values.*

Additional concepts related to loose and tight coupling in organizations (Firestone 1984; Glassman 1973; Weick 1976) were employed to make generalizations about the extents of the types of coordination which the study found to be present. The extent of coupling between organizational units can be characterized by the extent to which units share actions, goals, or values. Loose or tight coupling in organizations is not by definition good or bad. Karl Weick (1976), a pioneer of the concept, said that tight coupling allows quick and coordinated responses from organizational units while loose coupling allows units the independence necessary to develop innovations. In this line of thinking, it is the pattern of things shared and unshared that is most significant.

METHODOLOGY

Specifically, the study asked about the extent to which four types of coordination could be characterized as loosely or tightly coupled based upon the perceptions of external degree program administrators. The types were defined in relation to library services and are presented below.

- Mutual adjustment. This referred to direct, informal communication assessed in relation to the frequency in which external degree program administrators discussed library services or resources with their library counterparts.

- Direct supervision. This referred to administrator responsibility for library services or resources relating to external degree programs. Three separate measures were used to assess perceptions about direct supervision in relation to: (a) vertical communication; (b) administrators' influence over decisions about library services; and, (c) administrators' influence over decisions about library resources.

- Standardization of work processes. This referred to the perceived consistency of match between an external degree program mission and the manner in which library services or resources were provided, or not provided.

- Standardization of skills, knowledge and values. This referred to external degree program administrators' self-perceived proficiency in off-campus library use (skills); awareness of off-campus library service models (knowledge), and their rating of the importance of library resources to students' completion of off-campus course requirements (values).

Another research question sought to determine the extent to which administrators were satisfied with situations associated with the types of coordination defined above.

INSTRUMENTATION

A *Library Assessment Survey* was designed to collect data for the study. Content validity for the items on the survey was established by a panel of researchers who were familiar with external degree programs. The survey items produced high internal reliability estimates ranging from .90 to .92 when Chronbach's Alpha was calculated using all the returned responses to the survey.

To determine the extent of loose or tight coupling and dissatisfaction or satisfaction, mode responses to the survey items were compared to extent levels defined on four-point Likert-type scales. Additional data from demographic items on the survey produced a general profile of the respondents and allowed the researcher, through the use of Analysis of Variance (ANOVA), to search for intervening variables.

POPULATION

The population for the study included external degree program administrators at 104 colleges and universities throughout the United States. These were identified through two sources: (a) a survey that identified institutions offering primarily undergraduate external degree programs (Sullivan 1993); and, (b) a directory of external graduate programs (Regents College Alumni Association 1992). Two mailings of the survey produced a response rate of 65 percent (n=68). Responses were geographically distributed among 27 of the 32 states represented in the overall population.

FINDINGS

The survey's responses produced the following profile of coordination between external degree programs and libraries.

MUTUAL ADJUSTMENT

Library support of external degree programs was coordinated through a moderate extent of direct but informal communication or discussion. Moreover, external degree program administrators were highly satisfied with this moderate amount of discussion with their library counterparts.

DIRECT SUPERVISION

Few (n=3) external degree program administrators had any formal administrative responsibility for the library services or resources that support their programs. The administrators tended to be highly satisfied with their lack of administrative responsibility over library services or resources. They also tended to perceive themselves as having moderate influence over library decisions about both services and resources, even though they were highly satisfied with only a moderate extent of discussion with librarians and no administrative responsibility for library services or resources.

STANDARDIZATION OF WORK PROCESSES

The program administrators tended to be highly satisfied with the consistency of match between their program mission and the provision of library services or resources for their programs, even though on another survey item they tended to rate that level of consistency only *acceptable* rather than the higher level, *consistent*.

The program administrators tended to lack the experience of using the off-campus library services which support their programs. They tended to have little knowledge of the types of off-campus library services used at other institutions. Despite their loose coupling to off-campus library services with regard to the survey's measures of skills and knowledge, external degree program administrators tended to rate library resources as highly valuable to students for the completion of off-campus course requirements.

A high extent of tight coupling to library services was found only with regard to the value external degree program administrators placed on library resources for their students. The findings did not indicate that coordination between external degree programs was strongly characterized by any one of the four types of coordination. Direct supervision was the weakest, while the others were present at moderate levels.

Among the ancillary findings produced by the demographic items on the survey, were those which gave a descriptive profile of the external degree programs represented. The programs were evenly divided among public and private institutions. Most were undergraduate programs, but more than 40 percent (n=28) offered masters degrees, 4.4 percent (n=3) offered doctoral degrees, and 22.1 percent (n=15) offered certificate programs. Table 1 shows the broad geographic service areas covered by the programs as reported by their administrators. It also indicates that, with such large regions covered, the predominately rural or predominately urban program was relatively uncommon.

TABLE 1
FREQUENCY OF RESPONSES BY SIZE AND TYPES OF REGION

Size	f	%
One to 10 counties	7	10.3
Larger than one state	43	63.2
Metro/countywide	3	4.4
Statewide	15	22.1
Type	**f**	**%**
Rural/urban mix	47	69.1
Rural	13	19.1
Urban	8	11.8

Interestingly, the programs, while covering large regions, tended to rely mostly on traditional methods to deliver instruction, with correspondence courses and traditional courses taught off-campus reported most often. The respondents who marked the response *other* identified independent study as another common mode of off-campus "instructional delivery." The pattern of instructional delivery among the program is indicated in Table 2.

TABLE 2
FREQUENCY BY TYPES OF INSTRUCTIONAL DELIVERY

Delivery	f	%/N
Audio teleconference	4	11.7
Correspondence	34	50.0
Computer network	6	8.8
Other (Ind. study)	28	41.2
Programmed instruction	6	8.8
Video teleconference	13	19.1
Courses off-campus	31	45.5
Videotape	30	44.1

N = 68 (the total number of survey respondents). Respondents were allowed to select more than one response if applicable.

Not surprisingly, the ANOVA tests on mean scores indicated that satisfaction tended to decrease among external degree program administrators when no or few library services were provided. Table 3 indicates the pattern of library service delivery reported by the external degree program administrators. Reliance on cooperative agreements with libraries belonging to other institutions was the most common type of "library service" reported. It should be noted that on another survey item, most of the respondents indicated that they had little or no experience with these services. Respondents choosing the category *other* each identified variations on library instruction for off-campus students as another type of service offered.

TABLE 3
FREQUENCY BY TYPE OF LIBRARY SERVICE

Library Service	f	%/N
Cooperative	42	62.0
Branch libraries	4	5.8
Courier	3	4.4
Delivery	41	60.2
Dial-up catalog	29	42.6
Other	7	10.2
Toll-free reference	28	41.1
No off-campus services	10	14.7

N = 68 (the total number of survey respondents). Respondents were allowed to select more than one response if applicable.

DISCUSSION

The findings from this study may offer some relief to off-campus librarians who might be concerned with their autonomy over library decision making. However, the data also revealed a pattern of coordination characterized perhaps too much by a hands-off approach to the library on the part of external degree program administrators. Most of the program administrators in this study had planned and managed their academic programs off-campus having little or no experience with the library services supporting their programs and having little or only some familiarity with the types of library support offered to support peer programs at other institutions.

More than 85 percent of the programs represented had service areas that were statewide of larger. And, nearly 15 percent of the survey's respondents tried to complete the questionnaire and mailed back responses even though they reported that their college or university provided no library services or resources off campus. Clearly, this indicates that if colleges and universities can develop degree programs without regard for planning and providing adequate library services or resources, they will. The development of degree programs without library support is an issue of educational quality that has broad implications for both faculty, librarians and students--off-campus and on-campus.

The data suggest that, in relation to the consistency of match between program mission and library support, external degree program administrators were "satisficing" (March and Simon 1958), or accepting a level of library support that will suffice, rather than seeking optimum alternatives. Moreover, that the program administrators tended to place a high value on library resources while having little or no experience and little or only some outside knowledge related to off-campus library support, might be seen as reflecting what Weick (1976) referred to as loose coupling between intentions and actions common to educational organizations.

The high value that the respondents placed on library resources produced the strongest connection to the library identified by the survey. However, Mintzberg (1983) did not describe an organizational type that relied primarily on shared values to coordinate activities. He said organizations rarely if ever rely on any single coordinating mechanism. "At the very least a certain amount of direct supervision and mutual adjustment is always required, no matter what the reliance on standardization" (8).

CONCLUSION

The findings suggest that external degree program administrators should be more proactive in seeking knowledge about library services. Today, this group may discover that the options for receiving library support off-campus are increasing as libraries continue to develop innovative uses of technologies such as fax delivery, local and wide area database networks, and Internet resources such as those available from the World Wide Web.

In addition, more research is needed to examine the effect that program delivery over a broad geographic area may have on off-campus programs generally, since the programs represented in this study tended to serve regions that were statewide or larger, even though most relied on traditional instructional delivery methods such as independent study and correspondence courses. And, program administrators, faculty, and librarians should assess the degree to which program needs are met by specific types of library services.

Mission statements describe integral educational philosophies or priorities that serve as a base for planning. The program administrators represented in this study tended to be satisfied with levels of library support that were somewhat less than consistent with their program missions. Greater levels of coordination related to more than one example from Mintzberg's (1983) typology might address the tendency of program administrators to suffice with less than the optimum level of library support, as would more sharing of information about off-campus library services between librarians and external degree program administrators and faculty. That the program administrators tended to have little formal connection to the library may at least partially explain the infrequent discussion about library services or resources in the non-library literature relating to off-campus programs.

Finally, because mean scores relating to administrators' perceptions about coordination and satisfaction tended to decrease when few or no library services were provided, colleges and universities planning or currently supporting off-campus programs must take steps to ensure that a full-range of options are explored so that off-campus library services and resources are adequately provided in ways that best overcome the geographic and logistical challenges inherent to their programs, their faculty, and their students.

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Off-Campus Faculty Perception of the Value of Library User Education

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During the summer of 1993, a user evaluation survey was administered to Central Michigan University Extended Degree Program graduates in the Detroit Metropolitan area (MIMET), who had completed the Master of Science in Administration (MSA) degree program the previous year. The findings of the survey were analyzed to determine the effectiveness of library user instruction and the value of the library use component to successful completion of assignments in subsequent courses and the final integrative project.

According to the results of the survey, the students felt that library user instruction was effective and useful to the completion of course assignments and the final project. To build upon a program that was positively received by our off-campus students, it was recommended that we conduct a survey of the off-campus faculty perception of the value of library instruction to augment the findings of this study.

This paper will discuss the findings of a user evaluation survey which was administered to the Central Michigan University Off-Campus faculty in the Detroit Metropolitan area (MIMET), to determine their perception of the value of the library user instruction component, and their recommendations for improvements.

BACKGROUND

Central Michigan University Extended Degree Programs (EDP), offers both undergraduate and graduate courses in approximately 50 centers throughout the United States, Canada, and Mexico. Seven professional librarians work with off-campus students and faculty to provide reference and referral assistance, and library use instruction.

The provision of library use instruction is one of the major functions of Off-Campus Library Services (OCLS) as outlined in the Mission and Goals statement (Central Michigan University 1988). During fiscal year 1993-1994, OCLS Librarians provided library use instruction to 3,614 students in 157 classes program-wide (1,293 students in 51 classes in the MIMET area).

Off-campus Librarians also provide library services such as preparation of library bibliographies, textbook and publisher information, and database searching to off-campus faculty.

There are approximately 360 off-campus faculty in the MIMET area comprised of CMU on-campus faculty, faculty from other colleges and universities, public officials, practicing specialists, and leaders in business and industry.

Before the start of each semester, OCLS Librarians in the MIMET area review course outlines and contact the appropriate faculty to plan class visits for the provision of a library use instruction session. The majority of the faculty are very receptive to this request. Oftentimes a pattern is established in which the scheduled date of a "librarian visit" is permanently listed as one of the class sessions in the course outline as in the case of the "core" course, "MSA 600: Administrative and Research Methods."

The primary instructional methods used to conduct the library use instruction components was described in detail in "Off-Campus Students' Perception of the Effectiveness of Library User Education" (Craig and Schultz 1993).

Fiscal year 1994-1995 marked a turning point in the mode of library use instruction utilized by the OCLS Librarians. Library use instruction sessions began to incorporate the use of technology, consisting of a laptop computer with a modem, and an LCD data display panel connected to an overhead projector. This allowed the students and faculty to view a live dial-in demonstration of the Central Michigan University Library Information System. Unfortunately, the use of the new technologically advanced library use instruction component was limited in the MIMET area due to a decrease in staff. Library use instruction was provided on a very limited basis, and promotional literature was provided as a substitute. Many of the faculty had not received the technologically enhanced version of the library use instruction component when the survey was administered.

LITERATURE REVIEW

Several surveys have been conducted to assess faculty attitudes or perceptions of library instruction; however, only a few of them address off-campus library services or adjunct faculty. In her study of lecturers' attitudes to library skills at the University of South Africa, Behrens describes numerous obstacles to distance learning which have a direct bearing on the learning of library skills. These obstacles include faculty awareness of the role of library skills in independent learning, student and faculty workload and time needed for additional library research beyond the compulsory study package, and faculty's knowledge of library skills. "It is apparent that faculty had not given the matter much thought." (Behrens 1993, 11-23).

Among Maynard's survey responses of faculty attitudes toward library instruction at The Citadel, less than 2% were adjunct faculty, (Maynard 1990) and Thomas suggested that part-time faculty were less aware of library services than full-time faculty at California State University, Long Beach (Thomas 1984). Nonetheless, many of the overall responses to their surveys are applicable to this study.

A common theme in much of the literature was the faculty's own experiences in learning to use the library and the frequency of faculty library use. Cannon found that faculty who had to learn library research skills on their own were less likely to provide library instruction and assumed their students would learn the same way, while those who used the library more often were more likely to provide library instruction (Cannon 1994).

In a follow-up study on faculty attitudes and habits concerning library instruction at California State University, Long Beach, Thomas found that faculty seem to feel little responsibility for assuring that their students develop library skills; however a large number of full professors believe that students learn library skills on their own, and that this belief drops as rank drops (Thomas 1994).

THE SURVEY

The survey consisted of eighteen questions using the Likert Scale model. Questions one through five involved demographic information. Question number six asked how the faculty learned library skills as a student. Questions seven through eighteen focused on faculty perception of library user instruction.

Two hundred seventy-eight surveys were mailed to current CMU off-campus graduate and undergraduate faculty in the MIMET area who teach courses which possibly had received a library use instruction presentation. (i.e., faculty teaching quantitative courses were excluded.) The survey packet included a cover letter, survey and return postage paid envelope.

RESULTS

One hundred and seventeen surveys (42%) were returned. Of those returned, 75 (64%) were from graduate faculty, 40 (34%) were from undergraduate faculty, 2 (2%) were unusable.

The undergraduate faculty responses showed that 5% had taught for CMU one year, 11% two years, 12% three years, 7% four years, and 65% five years or more. Seventy percent of the undergraduate faculty were male; 30% were female. The average undergraduate faculty respondent taught one management course per year.

The graduate faculty responses showed that 13% had taught for CMU one year, 4% two years, 5% three years, 9% four years, and 69% five or more years. Eight-six percent were male; 11% females: 2 did not respond. The average graduate faculty respondent taught four administration courses per year.

The majority of the faculty learned library skills as a student "on their own." Seventeen graduate faculty and four undergraduate faculty indicated that they had learned library skills through a research course. The remainder of the responses included "grade or high school," "various courses requiring research," "prior experience," and "taught graduate research methods class."

Seventy-one percent of undergraduate faculty required the use of library service/materials to complete one or more course assignments. Only 42% of undergraduate faculty indicated that they offered library instruction to their students. In answer to what kind of library instruction is provided, 8 undergraduate faculty chose instructor conducts library instruction, 11 indicated instruction from CMU Librarian, no one indicated a visit to the local library, 11 chose none, and other responses included "library promotional materials," "handouts/packets from the library," "discussion on library data provided to the class," and "make students aware of information available."

Eighty-four percent of graduate faculty required the use of library service/materials to complete one or more course assignments. Only 35% of graduate faculty responded that they offered library instruction to their students. Ten chose instructor conducts library instruction, 23 indicated instruction from CMU Librarian, three indicated a visit to the local library, 25 chose other, and 10 indicated none. Comments included "discuss research procedures," "library handout," "encourage to use library services," "extensive literature review and practice."

Due to a decrease in staff in OCLS in the MIMET area, library use instruction was provided on a very limited basis, and promotional literature was provided as a substitute. Many of the faculty did not receive a library use instruction presentation during the time that the survey was administered.

When asked if their students used the off-campus library services, an overall majority of both groups indicated yes. However, the undergraduate faculty were split 50% yes and 50% no when asked if there was a difference in the completed assignments of the students who use the library services and the students who do not. Sixty-one percent of graduate faculty indicated yes, that there was a difference in the completed assignments of students who used the library services.

Of the faculty who did receive a library use instruction presentation in their classes, the majority of both groups strongly agreed that it was useful in the completion of student's course assignments. Both groups also strongly agreed that the methods of presentation used in the library use instruction component were effective in the teaching of library skills, the amount of time spent on the library presentation was just right, and the students were able to utilize the instructional materials distributed during the presentation. Faculty responded that they were satisfied with the library instruction that their classes had received. When asked if the library presentation should be a required component, a majority of both groups answered "strongly agree" or "agree;" two graduate faculty answered "disagree," and no one responded "strongly disagree." One undergraduate faculty suggested the use of a videotape if the Librarian could not provide a presentation.

RECOMMENDATIONS AND CONCLUSIONS

There were no apparent relationships between the number of years taught for CMU, gender, the number of courses taught per year, use of library presentations, or the ability to discern if assignments were better if library services were used.

Seventy-one percent of undergraduate faculty and 84% of graduate faculty required the use of library service/materials to complete one or more course assignment, but only 42% of undergraduate faculty and 35% of graduate faculty indicated that they offered library instruction to their students through Librarian or faculty presentations, or through the distribution of library promotional materials. The graduate faculty appear to use the library use instruction presentations to a greater degree than the undergraduate faculty. Since more graduate faculty than undergraduate faculty indicated that they learned library skills through some type of research course, and the majority of both groups indicated that they learned library skills "on their own," it may be assumed that faculty perception of the value of library user instruction may be based on the faculty's own experiences in learning to use the library. As stated in the literature, faculty who had to learn library research skills on their own were less likely to provide library instruction and assumed their students would learn the same way, while those who used the library more often were more likely to provide library instruction (Cannon 1994, 525).

Both sets of faculty appear to be satisfied with the level, length and frequency of library presentations that they did receive, and the availability of library materials for their classes. Off-Campus Library Services staffing for the MIMET area is now intact with two full-time Librarians scheduling library user presentation sessions on a regular basis. The survey should be administered again for a follow-up to determine the greater influence of the two variables: faculty experiences in learning to use the library as it affects their perception of the value of library use instruction, and the impact of the limited availability of library use instruction presentations due to the vacant Librarian position. Faculty who had received library use instruction could also compare those presentations to the new technologically advanced demonstrations......and their experiences!!

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Information Literacy: Boole to the Internet and Beyond

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INTRODUCTION

Dr. James E. Edwards Jr. Assistant Dean, College of Management and Business (CMB) Executive Director of the Northern Virginia/Washington D.C. Academic Center (NV/DC AC) of National-Louis University (NLU) describes NLU as "a geographically dispersed, richly complex learning community, [which] devotes itself to assisting adult learners in the realization of their higher education goals and aspirations through the offering of high-quality, innovative degree programs." (*Student Services Handbook* 1994 n.p) Based on NLU's commitment to facilitate access to academic programs and integrate knowledge across disciplines with the learners actively participating in those experiences, over 2500 adult students have completed undergraduate and graduate programs which link theoretical studies to practical needs in the work place at NV/DC AC since its establishment in 1986.

Within this framework, the University Library campus libraries located throughout the metropolitan Chicago area, some 800 miles from the Northern Virginia site provide extended campus library services including dial-up access to an online catalog and selected databases, telephone reference services through an 800 phone line, database searching and document delivery at this off campus site. The required library instruction provided by the Center based full time degreed librarian included within the CMB's Bachelor of Science in Management (BSM) program, and Master of Science in Management Program (MSM) introduces library services, database searching , and information retrieval/information gathering and evaluation strategies.

BACKGROUND

Adult students enrolled in the BSM program at NV/DC AC often find that their completion of the BSM degree is dependent upon earning additional undergraduate credits. This requirement can be fulfilled through transfer credits, examination for credit (CLEP and/or DANTES) prior learning portfolios which include life essays based on learning outside the classroom, and for-credit continuing education courses.

It is within this context that the Librarian, based at the NV/DC AC and the Management Information Systems (MIS) CMB faculty member joined forcedevelop a 2 quarter hour continuing education course which linked library information access skills with management information systems skills using the Internet as the centerpiece. It was the belief that a linkage between the library and subject matter included within the MIS course in the BSM program would support the applied use of the Library and strengthen the students' understanding and use of information and information technology within their curriculum. In addition, those information skills could be transferred to their workplace where many of them were involved in producing, organizing, and reporting information in the information intense metropolitan Washington DC area. As knowledge workers, adult students are bombarded with data and have the task of creating information out of this data, using their analytical and critical thinking skills and applied learning.

THEORETICAL AND APPLIED FRAMEWORK

Information literacy can be defined as "the ability to effectively access and evaluate information for problem solving and decision making." (American Library Association 1989) The information literate person "knows how information is organized, how to find information and how to use information in such a way that others can learn from them. They are people prepared for lifelong learning."(American Library Association 1989)

Libraries in schools, colleges and universities have traditionally served as the gateways to information. In an information intense environment, where information is massed produced, like cars used to be, libraries are no longer the primary gateways or gatekeepers. In addition to books, periodicals, and non print media housed in libraries, other organizations and institutions such as government agencies, nonprofit associations and other community resources produce and provide information through conferences,legal reporting, technical documents, and annual reports and the INTERNET. Seeking, organizing, and using information in this complex environment is changing. (Rader Fall 1991)

One prevalent position regarding library skills and their application asserts that library skills focus on searching for information and are only a part of the research process. While debates about the role of the library in the research process may continue, rapidly changing information technology and the potential herculean power of information may be the driving force which supports changes in the perceptions of library competencies. Traditional bibliographic instructions "may lead to an initial positive library research experience and the resulting gained confidence for novice library users [or individuals being reintroduced to library use]." (Ruess 1994) However, this changing information technology and exponential creation and use of information, paradoxically, may negate the accomplishments of bibliographic instruction or its need as it is currently being delivered.

In creating learning environments in this information intense environment, course designers need to focus on the characteristics of adult learners. Malcolm Knowles characterized adult learners as being self-directed, rich resources for learning, problem centered and focused on developmental tasks through social roles. Given these assumptions, those designing courses need to include opportunities for mutual planning, and negotiation based on mutual self-diagnosis and mutual respect and collaboration in an informal way. Experiential techniques applied to problem centered activities require sequencing in terms of readiness and beg for mutual rediagnosis of needs and program measures. (Knowles, p.110 in Cross 1981) When (Richard Wurman 1989) speaks to information anxiety as ... "the ever-widening gap between what we understand and what we think we should understand ... the blackhole between data and knowledge..." he addresses the feelings of adult students and particularly those working adult students in nontraditional applied degree programs who are often inundated with facts and tasks, yet "starved for understanding." (Wurman 1989 n.p)

Since the organization of and need for information differs among the disciplines, the teaching of these skills may vary in approach and place within the curricula. "In all disciplines the teaching of information-literacy skills must accompany the teaching of critical thinking and problem solving skills as well as oral and written communication skills". (Rader 1994) Introducing the Internet and its use to adult learners, while honoring their needs as adult learners, incorporating adult learning principles, and providing an environment for developing skill sets for a changing global resource where technology, information, and the environment change simultaneously is an ongoing learning experience for those who provide instruction and those receive it. (Makulowich 1994) provides 15 observations about teaching the Internet to adults who need to productively exploit the Internet, based on their grasp of the fundamentals of using it.

Incorporating the concept that information literate individuals are lifelong learners, with the leadership role that academic libraries have traditionally taken in instructing traditional and non-traditional students in information gathering and retrieval skills and combining them with the theoretical and applied constructs of information technology and management information systems created the synergy which drove the design and delivery of this information literacy course.

COURSE DESIGN

The course description Mgt. 435 Special Topics: Information Literacy reads: "For a person to be information literate, the individual must be able to recognize when information is needed and have the ability to locate, evaluate and use the needed information effectively. Hands on experience with online databases, CD-ROM, bulletin boards, and the Internet will support the theoretical and applied uses of information in aspects of an individual's life." (National-Louis University. *Undergraduate Course Catalog, 1994-1996 n.p.).* Mgt. 435 is a 2 quarter hour course with 12 contact hours offered one night a week for four hours, three weeks in succession. The initial Information Literacy course was offered in Summer, 1994. The course syllabi (see Appendix A) reflects the goals of the course and the supporting structure to accomplish these goals, based on the NLU's NV/DC AC environment incorporating the theoretical applied framework described.

COURSE ASSESSMENT

At the end of the initial delivery of the Information Literacy class, the instructors met with students who had completed the course seeking student feedback. Combining this feedback with their personal observations became the next step. The objective was to identify both the strengths and problem areas within the course and develop procedures to mitigate course short falls and offer an improved course. The following problem areas were identified and addressed:

- The wide range of student computer skills made the course much more difficult to teach. If we aimed the course at the students with limited computer skills, the computer literate would be bored. If we aimed the course at the computer literate, some students would be totally lost. The instructors decided that those students with limited skills had to be coached individually during each session so that they could successfully accomplish a minimum number of course projects. Additional, time outside of class, was spent with the less knowledgeable students to develop basic skills. (Two students with Computer Programming and Local Area Net (LAN) backgrounds also assisted us by helping students when they had completed in class work.) There assistance helped the class and also provided an opportunity for some students to develop and practice their instruction and supervisory skills.

- Some of the class projects were too difficult for students with limited basic computer skills to accomplish. Much time was lost by both the students and instructors as this subgroup of students worked on their assignments. Student frustration levels rose, while their interest and motivation declined.

- Limited and inconsistent availability of computer equipment and Internet access at the instruction site used by students forced students to wait while others were using equipment and work stations.

- The available equipment on site was located in three different rooms. on two floors. The logistics added another level of difficulty to the instruction and supervision within the course since the instructors had to move between rooms. Some students had to wait for assistance until an instructor or knowledgeable student arrived.

- Many students had difficulty with the procedures for compressing and decompressing files, logging into electronic Bulletin Boards Systems (BBS), and using Internet tools.

- It was difficult to fairly evaluate student progress by examining student projects. Although some students completed only simple tasks as evidenced in their completed project folder, they had made more significant progress and worked more intensely than some of the more computer literate students who completed tasks that were regarded by the instructors as being difficult.

- Since students were given the option of choosing tasks on which they wished to work, some students did not attempt to complete tasks that were considered fundamental to information literacy. Rather, they worked in other areas which met the course requirements.

- As a group, the students did a poor job of evaluating each task that they completed, though the purpose of this evaluation was to collect student input which could be shared with the group and used by the instructors as a piece of the ongoing assessment process. In many cases, students provided no evaluations.

As the instructors began planning for the next scheduled information literacy course, they felt that changes to the curriculum and classroom activities were needed in order to address as many of the problems raised during the previous course. The following changes and additions were made:

- We developed a student questionnaire/survey to evaluate each student's computer background, experience, and comfort with automation. This information would be used to provide remedial instruction, develop individualized student projects, and benchmark students progress. (See Appendix B).

- We invited the best students from the previous class to be mentors and "Lab Assistants".

- We decided to attempt to challenge each student individually by working with them closely to develop custom projects that were within their compute ability level and still concentrated on their personal interests, with the intent of lessening frustration, and building interest.

- We provided each student with a broader list of project tasks (See Appendix C) and suggested Internet sites to visit during the course. Each task was categorized according to its difficulty, equipment/materials required, and the appropriateness of using inclass time to work on the task. We wanted to have students focus on using the limited equipment and class time on tasks that could not be done elsewhere. For example, students could check out and view an Internet video tape at home, while they used class/computer time for Internet access.

- The broadened task list provided more structure to the course and it was enhanced by requiring additional core tasks be completed.

- We attempted to reduce the individual instructor load by preparing step by step learning aids for decompressing files, logging into Electronic Bulletin Board Systems, downloading files, and using Internet tools.
- Students were provided floppy disks with Computer Aided Instruction on connecting to and using the Internet. This program was also available for use on the Center's computers.
- We developed an Information Literacy Activity Report form for students to complete. Completion of this form was required for each task that was accomplished. The form provided students with additional structure and assured that they "evaluated" each tool they used during the course. (See Appendix D)
- Donations of "obsolete 2400 baud modems" were solicited and received from NLU students and businesses in the area. These modems can be issued temporarily to students for use at home and thereby reduce the load on limited University equipment. Loaning equipment gives students more time and opportunity to be online. Many more tasks or activities can be completed within a short time with less frustration.

QUESTIONNAIRE RESULTS

The table and charts (see Appendix D) display the results of the initial student questionnaire/survey given to the students at the beginning of the second course.

Students taking this course felt that they had a below average ability to use the Windows operating system proficiency and only a novice ability to use DOS. None of them had experience using any of the Apple operating systems. One student had a limited knowledge of UNIX. As a group they felt that they had an average proficiency with word processing, but only novice proficiencies in spreadsheets, databases, presentation graphics, financial management and computer communications.

Most students felt that they had an average proficiency in the use of E-mail at work. However, most of the students did not use any E-mail from home. Most of the students felt that they had only novice experience using electronic Bulletin Board Systems, on-line services, and the Internet. They also rated their ability to accomplish simple computer skills such as copying files, creating directories, and installing software as average or below. Few of the students had experience compressing and decompressing files.

As a result of these findings, the content of the course was changed as it was taught. More time was spent on computer literacy subjects. The skills needed to take information from remote electronic sites and/or media and import it into word processing documents were developed.

CONCLUSIONS/NEXT STEPS

Offering the Information Literacy class four times a year to coincide with the class starts and ending of the BSM program supports the students' need for additional credits. The BSM curriculum as of summer, 1995 continues to include a separate required library instruction and a separate management information systems course. While each touches on the Internet as an information resource, neither includes the structured delivery of the fundamentals of the Internet or emphasizes its use in particular subject areas within the curriculum. Students who have participated in the Information Literacy class, usually bring that information learned independently to their coursework. Students enrolled in the information literacy course, also have a need for basic computer skills to manipulate text files, data and other information in an electronic format. The low level of computer literacy of student necessitates small class size, close supervision, and one-on-one instruction. The skills of the students proficient in using computers in the class can be used to help and coach the less proficient students.

The Librarian and the MIS faculty member are using the course evaluations and the involving information needs perceived by the faculty and students to propose a restructuring of the BSM curriculum to include computer literacy and information literacy as core competencies within the BSM program. The skills learned within such courses can will be used within the BSM courseworkk as well as in present and future careers. As information systems grow and use of electronic media increase A within the workplace, these skills become more important for managers in combination with communication skills used to transfer and distribute information.
Is including computer/information literacy competencies within an applied management curriculum a novel idea or an academic imperative? We conclude that it is an academic imperative.

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APPENDIX A

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LEARNING OBJECTIVES:

1. To understand how data is organized into information

2. To become familiar with standards and criteria for selecting sources to obtain information

3. To learn techniques for formulating and planning an information search or information gathering strategy

4. To become familiar with the language and vocabulary of the INTERNET

5. Students will be able to locate information on line, download it to a Personal Computer and import it into a word processor, spreadsheet, etc and print a useable product.

6. Students will be able to develop queries that will effectively financial information on information systems (Electronic BBS, Commercial Online Services, and on the INTERNET).

Information Problem Solving: A Skills Model
Activity: How does information literacy fit into your life? (In-class activity)

How is data organized?

What is a database?
Types of databases
How are data bases organized?
Activity: Organizing data into database?
(In-class activity)

Creating and navigating the information environment

Thinking like a searcher: A model

Using CD-ROMs to find information

Activity: Using CD-ROM's to create a database?
Problem: Create a bibliography of journal articles that document product development at Microsoft in the last two years using one of the CD-ROM databases in the Library. (Minimum: 5 citations) (Workbook documentation)

Electronic Information

Read: Electronic Newsstand Sampler Handout
Instead of 1336 Pages, Reporters get 2 Diskettes Handout
Bulletin Board Basics (439-1-10)

FIRST HOUR:

- Introduction to Electronic Information Media
- Course Objectives
- Techniques of file compression - PKZIP
  - Decompression exercise
  - Compression exercise
- Importing text into word processing documents
- Formatting and Printing documents
- Printing of Class Text - Zen and the Art of INTERNET

SECOND HOUR

- Use of Procomm
  - Setup w/modem
  - Creating a session log
  - Changing the dialing directory
  - Placing calls
- Electronic BBS Techniques

Logging on
Downloading, uploading files
Leaving Messages

Homework Assignments (Graded)

Prepare a TQM Management document for other class members
Leave a Message on a BBS for the Instructor
Text reading assignment.
Develop a list of BBS in the DC area in a subject of interest

CLASS SESSION TWO (2 Hours)

Non Electronic Information

Checkpoint/How are we doing?

What is the INTERNET?
What it is not?

Using the Gopher/TELNET to visit the Library of Congress
Critiquing the experience/Electronic Visit vs. Physical Visit

CD-ROM vs Online
- *format
- *capability
- *advantages/disadvantages
- *Specific resources online/CD-ROM

Activities: Using the Internet on CD-ROM/Online
Creating an Information Profile online (Uncover)
Using Gopher/Telnet to visit Library of Congress (Online vs. physical visit)

Checkpoint/ How are we doing/Other topics to review in Session III

Electronic Information

Read: Power to say No Handout
Gateway to the World Handout
Hitting the Books - Latest on the Internet
Getting on Internet Challenges IS Managers Handout

FIRST HOUR:

- Use of CD-ROM
- CD-ROM Searches
  - Telephone number listing exercise
  - INTERNET sources
    - Star Trek Info
    - UFOs
    - Research a current affairs topic
  - Word Perfect Search
    - Making a greeting card
    - Creative use of fonts
    - Desktop Publishing topics

SECOND HOUR

- CIS Use
- Logon & Exploration
- Electronic Mail
- Forum Uses
- Download a stock portfolio
- INTERNET Introduction Logon

Gophers

Homework Assignments

Conduct America On Line (or other Service) Information Search
Produce a document for your classmates
Send Mail to another CIS via INTERNET
Text reading assignment.

CLASS SESSION THREE (2 Hours)

Non Electronic Information

Checkpoint/How are we doing?

Continuation of Actitivies

Using the Gopher/TELNET to visit the Library of Congress
Critiquing the experience/Electronic Visit vs. Physical visit

Post Course Assessment - What's next?

Electronic Information

Read: Internet Beckons Handout

FIRST HOUR:

Airline Schedule Preparation
INTERNET Use
    Library of Congress Search

SECOND HOUR

INTERNET Use
    Send the Instructor INTERNET mail

Practical Exercise Ideas

1. INTERNET Use

    Remote Login Exercise
    FTP Exercise
    TELNET Exercise
    GOPHER Exercise

2. Research one of the following topics on the TQM Electronic BBS
    A. TQM in Higher Education
    B. TQM's place in Government Agencies
    C. Statistic's Place in TQM
    D. Development of a TQM Program in a large Organization.
    E. TQM in the Health Services field.

3. Problem Solving Project Using an Electronic BBS Forum.

4. Problem Solving Project Using INTERNET Forums.

5. Problem Solving Project Using a Commercial Information Service.

6. Use an Electronic Communications Medium to determine the specifications of a collection of computer hardware.

7. Use America On Line or CompuServe to research a product - approved in advance.

(Automobile, Drug, Appliance etc.)

8. Research a current events topic in the New York Times (Electronic Edition) on America On Line.

9. Research a domestic and international trip via air using America On Line or other approved Information Service.

10. Investigate the differences between a Mac and Windows. Contrast the advantages and disadvantages. Base your investigation on searches in the electronic media. (Consumer's Reports, BBS Forums, and INTERNET Forums.

WORKBOOK PROJECT

During this course you will access a number of online systems such as America on Line, CompuServe and the INTERNET. You will also learn to use several unique software packages to help you manage electronic information. One of your class projects will be to develop a Workbook that lists the steps you took when you used each system and application. The Workbook should be complete enough to be a guide for others. Since each class member may select different activities, each Workbook will be distributed to the other class members. It will also be a reference to help you remember how to use the resource in the future.

Problems and errors that you made should also be documented as well as work arounds that you develop to address those problems.

The Workbook should be turned in on paper and on floppy disk or transmitted electronically. It will represent XX percent of your grade.

7. Students will be able to navigate individually through the INTERNET using GOPHER, FTP, RLOGIN, and TELNET.

8. Students will develop experience using electronic media to search for information and will feel comfortable exploring the INTERNET.

9. Students will develop tools for electronic research that will assist them in their other class subjects.

OUTLINE:

I. Information Overload - Washington Area BBS Resources

   A. Overview of What is available
   B. Downloading Files
   C. Compression / Decompression
   D. Importing Files
   E. Electronic Mail / Messageing
   F. Message Networks
   G. Threading through the Mail

II. Hooking Up and using Modems
   A. Communication / Fax Software
   B. Hardware issues
   C. Configuration
   D. Downloading Protocols
   E. Electronic mail / forums

III. Information Services
   A. COMPUSERVE / AOL
   B. Advantages / Disadvantages
   C. Costs
   D. Techniques to minimize costs
   E. Forums / Expert Help
      On line problem solving

   F. Exercise - Investment Research on perspective companies

IV. Searching for information / files

   A. The Keyword Search
   B. Project - Folks BBS Database
   C. Project - Find manufacturers of a specific product

V. The INTERNET

   A. UNIX Survival Tips

VI. Information Systems in Job Searches

   A. Commercial Services
   B. Government Systems - Fed World
   C. Private BBS

D. Association BBS

CLASS SESSION ONE (2 Hours)

Reading Assignment

Non Electronic

- Housekeeping details
  - Course Project: Activities/Value
  - Attendance:
  - Syllabus:
  - Class data: name, address, telephone, fax, INTERNET
  - Student data: name, address, telephone (W/H), fax, internet (e-mail)

- Course Introduction
  - Goals
  - Instructors
  - Student Assessment/Pre-course
  - Attendance

Module 1

- Why Information Literacy is Important to You
  - Definition of Information Literacy
  - Reasons for its importance
  - Activity: How does information literacy fit into your life

- How is data organized?

  - How is a database organized?
  - Types of databases
  - Activity: Organizing data

- Learning how to map out the information environment?

  - Thinking like a searcher: Model
    - Concepts into information strategy
    - Boolean Searching

- Using CD-ROMs to Find Information

  - Specifying the query
  - Using interface language
  - Critiquing the experience/notebook

Session 1, Module 1

Why Information Literacy is Important to You

Reasons for its importance
Definition of Information Literacy

APPENDIX B

Computer / Automation Survey

I am attempting to access the computer literacy of students attending National-Louis University in the Washington DC, No Virginia area. In addition, I would like determine how National-Louis University is meeting student's needs for automation / Management of Information Systems knowledge.

Class Number______________ BSM__________ MSM__________

Please rate your computer abilities in each of the categories below - Circle your estimated ability.

1. Experience with computer operating systems.

A. MS DOS	None	Novice	Average	Expert
B. MS Windows	None	Novice	Average	Expert
C. Apple Macintosh	None	Novice	Average	Expert
D. Apple II	None	Novice	Average	Expert
E. UNIX	None	Novice	Average	Expert

F. Other ____

2. I can use each of the following types of computer software.

A. Word Processing	None	Novice	Average	Expert
B. Spreadsheet	None	Novice	Average	Expert
C. Database	None	Novice	Average	Expert
D. Presentation Graphics	None	Novice	Average	Expert
E. Computer Aided Design	None	Novice	Average	Expert
G. Financial Management	None	Novice	Average	Expert
H. Communications	None	Novice	Average	Expert

3. I have used each of the following at work and rate myself as indicated.

A. Electronic Mail	None	Novice	Average	Expert
B. Connection to a mini/mainframe computer	None	Novice	Average	Expert
C. Used an Electronic Bulletin Board	None	Novice	Average	Expert
D. Used a commercial on-line system	None	Novice	Average	Expert
E. Used the INTERNET	None	Novice	Average	Expert
F. None of the above				

4. I have used each of the following at home and rate myself as indicated.

A. Electronic Mail	None	Novice	Average	Expert
B. Connection to a mini/mainframe computer	None	Novice	Average	Expert
C. Used an Electronic Bulletin Board	None	Novice	Average	Expert
D. Used a commercial on-line system	None	Novice	Average	Expert
E. Used the INTERNET	None	Novice	Average	Expert
F. None of the above				

5. I can do each of the following:

A. Exchange files between software packages	None	Novice	Average	Expert
B. Copy Files between two floppy disks	None	Novice	Average	Expert
C. Create a directory on a disk	None	Novice	Average	Expert
D. Compress /decompress a file	None	Novice	Average	Expert
E. Copy an entire floppy disk	None	Novice	Average	Expert
G. Install a software package on a computer.	None	Novice	Average	Expert

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6. Evaluate the Management of Information Systems Instruction that you have received at NLU with the following responses: (1 - strongly disagree, 2 - disagree, 3 - agree, 4 - strongly agree)

A. NLU is meeting my needs in this area.	1	2	3	4
B. Sufficient automation equipment is available for use at the center.	1	2	3	4
C. Additional computer training is needed for my educational program.	1	2	3	4
D. Computer training is provided early enough in my program.	1	2	3	4
E. The INTERNET and electronic media is important to a modern education.	1	2	3	4
F. I have not yet received a Management of Information Systems Class at NLU.	1	2	3	4

7. Please evaluate the importance of automated systems use at your work place. (1 - strongly disagree, 2 - disagree, 3 - agree, 4 - strongly agree)

A. The ability to use automated systems by middle managers is essential at my work place.	1	2	3	4
B. The ability to use automated systems by senior managers is essential at my workplace.	1	2	3	4
C. Employees with computer skills are rewarded at my workplace.	1	2	3	4

8. Please indicate the kind of automation training that you feel is needed by managers in the modern workplace. (1 - Not Needed, 2 - Small need, 3 - Medium need, 4 - Large need)

A. Theory about how computers function	1	2	3	4
B. Modern programming skills	1	2	3	4
C. Hands on word processing training	1	2	3	4
D. Hands on database training	1	2	3	4
E. Hands on spreadsheet training	1	2	3	4
F. Hands on graphics training	1	2	3	4
G. Local Area Network (LAN) training	1	2	3	4
H. Hands on communications training	1	2	3	4

9. Please indicate the kind of automation training that you personally feel you need. (1 - Not Needed, 2 - Small need, 3 - Medium need, 4 - Large need)

A. Theory about how computers function	1	2	3	4
B. Modern programming skills	1	2	3	4
C. Hands on word processing training	1	2	3	4
D. Hands on database training	1	2	3	4
E. Hands on spreadsheet training	1	2	3	4
F. Hands on graphics training	1	2	3	4
G. Local Area Network (LAN) training	1	2	3	4
H. Hands on communications training	1	2	3	4

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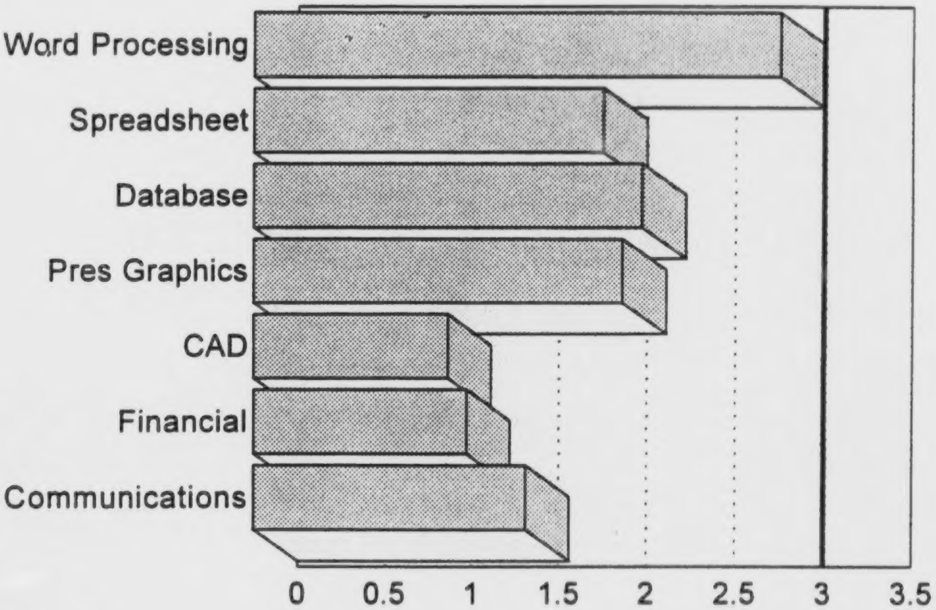
COMPUTER SOFTWARE USE BY STUDENTS

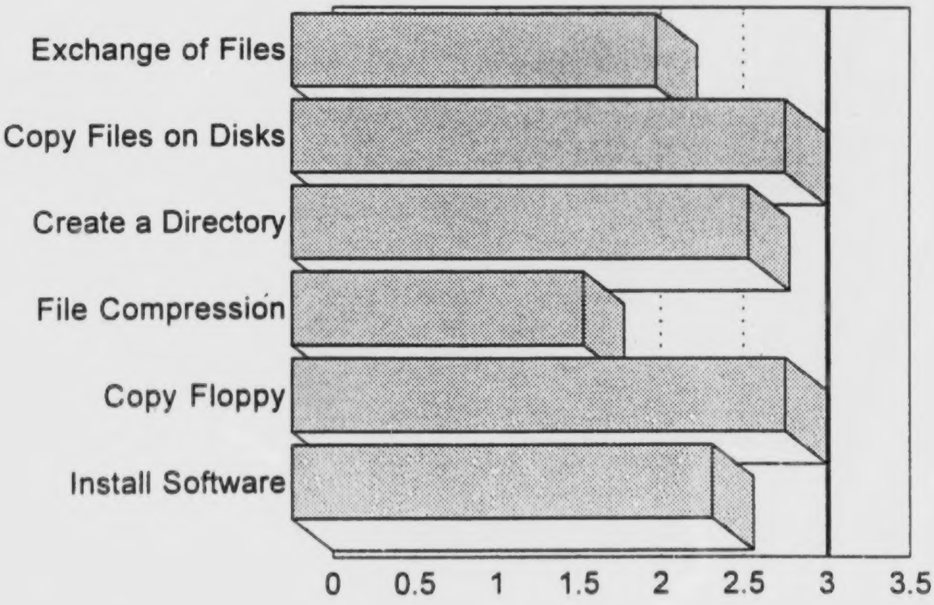
National-Louis University Information Literacy Class



A score of 3 represents a student perceived average proficiency

COMPUTER PROFICIENCIES

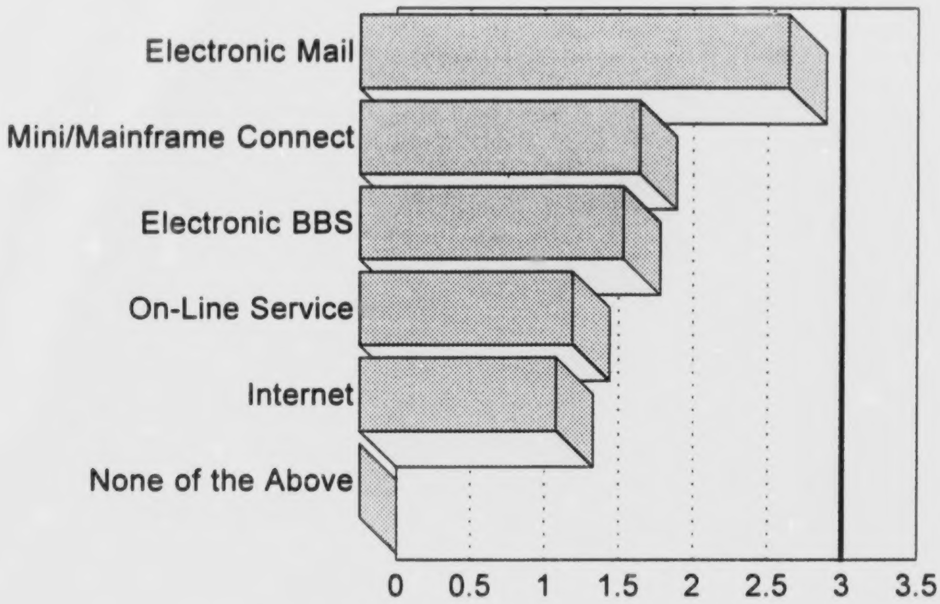
National-Louis University Information Literacy Class



A score of 3 represents a student perceived average proficiency

COMPUTER USE AT WORK

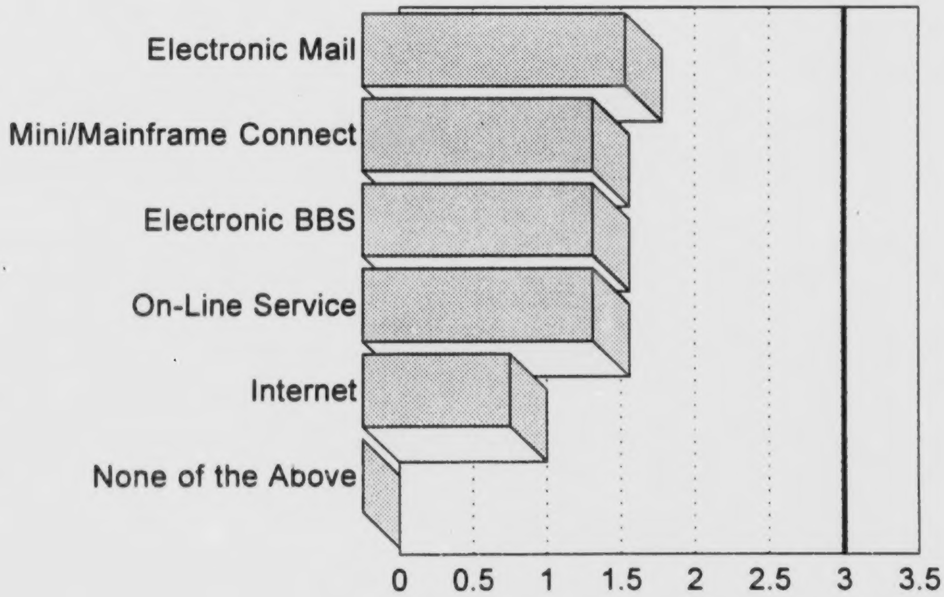
National-Louis University Information Literacy Class



A score of 3 represents a student perceived average proficiency INFOLIT1 CH3 JUN96

COMPUTER USE AT HOME

National-Louis University Information Literacy Class



A score of 3 represents a student perceived average proficiency INFOLIT1 CH3 JUN96

STUDENT ASSESSMENT RESULTS

AREA	STUDENTS										
OPERATING SYSTEMS	One	Two	Three	Four	Five	Six	Seven	Eight	Nine	AVERAGE	
MS DOS	3	2	2	3	3	2	3	1	3	2.44	NOV+
MS WINDOWS	4	3	2	3	3	2	1	3	2	2.56	AVG-
APPLE MACINTOSH	1	1	1	1	1	1	1	1	1	1.00	NONE
APPLE II	1	1	1	1	1	1	1	1	1	1.00	NONE
UNIX	1	1	1	1	1	2	1	1	1	1.11	NONE
OTHER											

COMPUTER SOFTWARE USE

WORD PROCESSING	4	3	3	3	3	2	3	3	3	3.00	AVG
SPREADSHEET	4	2	1	2	3	1	1	1	3	2.00	NOV
DATABASE	3	2	3	3	1	1	3	1	3	2.22	NOV
PRES GRAPHICS	4	2	1	3	2	1	2	1	3	2.11	NOV
COMP AID DESIGN	1	1	1	2	1	1	1	1	1	1.11	NONE
FINANCIAL MGT	2	1	1	2	1	1	1	1	1	1.22	NONE
COMMUNICATIONS	3	1	1	3	1	1	1	1	2	1.56	NOV-

USE AT WORK RATING

ELECTRONIC MAIL	4	3	4	3	2	3	1	3	3	2.89	AVG-
MINI MAINFRAME CONNECT	4	2	2	3	1	2	1	1	1	1.89	NOV
ELECTRONIC BBS	3	2	1	3	1	1	2	1	2	1.78	NOV
ON LINE SERVICE	3	2	1	2	1	1	1	1	1	1.44	NONE
INTERNET	3	2	1	1	1	1	1	1	1	1.33	NONE
NONE OF ABOVE											

USE AT HOME RATING

ELECTRONIC MAIL	4	1	1	3	1	3	1	1	1	1.78	NOV
MINI MAINFRAME CONNECTION	3	1	1	3	1	2	1	1	1	1.56	NOV-
ELECTRONIC BBS	3	1	1	3	1	1	2	1	1	1.56	NOV-
ON LINE SERVICE	3	2	1	3	1	1	1	1	1	1.56	NOV-
INTERNET	3	1	1	1	1	1	1	1	1	1.22	NOV-
NONE OF ABOVE											

CAN DO THE FOLLOWING

EXCH FILES BETWEEN SW PKGS	4	1	2	4	2	3	1	1	2	2.22	NOV
COPY FILES ON DISKS	4	3	2	4	3	3	3	2	3	3.00	AVG
CREATE A DIRECTORY	4	3	2	4	3	2	3	1	3	2.78	AVG-
COMPRESS/DECOMPRESS A FILE	3	2	2	4	1	1	1	1	1	1.78	NOV
COPY FLOPPY	4	3	2	4	3	2	3	3	3	3.00	AVG
INSTALL SOFTWARE	4	2	1	4	3	2	3	1	3	2.56	AVG-
TOTALS	87	51	43	76	47	45	45	37	52		

AVERAGE	3.11	1.82	1.54	2.71	1.68	1.61	1.61	1.32	1.86		

SUBJECTIVE EVALUATION	AVG	NOV-	NONE	AGV-	NOV-	NOV-	NOV-	NONE	NOV-		

1 - None; 2 - Novice (NOV); 3 - Average (AVG); 4 - Expert (EXP)

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APPENDIX C

INFORMATION LITERACY ACTIVITIES

OUTSIDE ACTIVITIES	DIFICULTY RATING	IN CLASS	AT HOME ACTIVITY*
1. Find ten interesting Internet addresses	1	N	Required
2. Classify the dogs exercise	1	N	Required
3. Determine Information about E-mail address exercise	1	N	Required
4. Internet Instruction Program via shareware	1	N	Required
5. Short Paper (+- 250 Words) C Subjects: a. Compare options of two online services. b. Security on Information Systems c. A Computer System Risk analysis d. The approprite use of an Info System	1	N	Required
6. Advanced Internet Hypertext Program	1	N	Y
7. View Videotape: The information Super-highway (90 Min)	1	N	Y
8. View Videotape: Connecting to the Internet (USGS 45 Min)	1	N	Y
9. View Videotape: Driver Training on the Information Super Highway (PBS 60 Min)	1	N	Y
10. Monitor the TQM BBS over three weeks and document the changes	2	N	P
11. Monitor a forum on a commercial on-line service. Document the changes over 3 weeks	2	N	P
12. Explore the World Wide Web[1]	2	N	P
13. Develop a listing of Internet providers in the Washington DC Areas with service listings & costs	1	N	Y

***NOTE:** The First Five Activities are required to pass the course. In addition, you must also complete the required number of optional activities and documernt each in your notbook using Activity Report Forms.*

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* May require the use of a university computer or account.

INF-LIT.ACT (June 10, 1995)

OTHER ACTIVITIES	DIFICULTY RATING	IN CLASS	OUT OF CLASS*
1. View Videotape: Accessing the Internet (US West 11 Min)	1	P	Y
2. TQM BBS logon, file download and import into a word Processing Document	2	P	P
3. Use an online service (America On Line, CompuServe, etc.) and bring a document into a Word processor[1]	1	P	P
4. Use the Gopher on the Internet to get Information and bring it into a computer document[1]	2	Y	P
5. Use FTP on the Internet to get a file[1]	3	Y	P
6. Use Veronica to conduct a search on the Internet and document your search.[1]	2	Y	P
7. Use Archie to find a file on the Internet[1]	3	Y	P
8. Conduct a Boolean Search on the NLU Management Database. Document the search[1]	1	Y	P
9. Conduct a Boolean Search on the Internet CD ROM	1	Y	P
10. Conduct a Search on the Phone Disk CD ROM	1	Y	P
11. Conduct a search on an Electronic BBS other than the TQM Board. Document the search	1	Y	P
17. Send E-mail via the Internet[1]	1	Y	P
12. Send E-mail via an Electronic BBS	1	Y	P
13. Request and receive assistance via Internet[1]	2	*	P
14. Monitor a news group & document changes[1]	2	*	P

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* May require the use of a university computer or account.

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15. Use the Purdue University writing lab via the Internet to get individualized help with your writing[1]	3	*	P
16. Use the Purdue University writing lab via the Internet to get sample documents[1]	3	*	P
17. Decompress a ZIP file & bring it into a word Processing document	1	Y	P
18. Compress a file	1	Y	P
19. Upload a file to an Electronic BBS	2	Y	P
20. Download a file from an Electronic BBS	2	Y	P
21. Use the Finger capability & Document your Findings	2	P	P
22. Locate an E-mail address for Dr. Robert Byrne, (professor of Oceanography in Florida)[1]	3	P	P
23. Develop a listing of sources for information on Hackers, Phone Phreaks & Wares D00ds via Internet[1]	3	Y	P
24. Develop a listing of sources for information on Environmental issues via the Internet[1]	3	Y	P
25. Develop a listing of sources for information on Social Security Benefits via the Internet[1]	2	Y	P
26. Develop a listing of sources for information on Distance Learning via the Internet[1]	3	Y	P
27. Find a FAQ listing via the Internet[1]	2	Y	P
28. Study the commercial use of the Internet & document Internet sources[1]	3	P	P
29. Find and download the files necessary to get on the World Wide Web[1]	3	P	P
30. Find and subscribe to a LISTSERVS[1]	3	P	P
31. Monitor a newsgroup on a subject of your interest for 3 weeks.[1]	3	P	P
32 TELNET to madlab.sprl.umich.edu 3000 and get a ski condition report.[1] (Login: BBS)	3	P	P
33. TELNET to bigsky.bigsky.dillon.mt.us and get a science lesson plan.[1]	3	P	P
34. FTP to spacelink.msfc.nasa.gov and get an interesting file to share with class.[1]	3	P	P

* May require the use of a university computer or account.

35. FTP to ericir.syr.edu and get a lesson plan[1]	3	P	P
36. FTP to ftp.virginia.edu and get an interesting file to share with class.[1]	3	P	P
37. Gopher to gopher.ciesin.org and get something on global change[1]	3	P	P
38. Explore the Smithsonian via the WWW[1] http://www.si.edu	2	P	P
39. Explore the Lovure via the WWW[1] Http://mistral.enst.fr/cgi-bin/eat-me// or http://mistral.enst.fr/~pioch/louvre	2	P	P
40. Get information ftom Time Magazine via the WWW http://www.timeinc.com[1]	2	P	P
41. Visit Spacehab and get information[1] http://hvsun4.mdc.com:1025/SPACEHAB/SAPCEHAB.html	3	P	P
42. Get computer info at Information Week[1] http://techweb.cmp.com/iwk	3	P	P
43. Explore the Library of Congres via the WWW[1] http://www.lcweb.loc.gov	2	P	P
44. Visit PC Magazine on the WWW[1] http://www.pcmag.ziff.com	3	P	P
45. Develop references for each activity on this list.	1	N	Y

[1] May require Internet or America on Line Access

* May require the use of a university computer or account.

APPENDIX D

INFORMATION LITERACY ACTIVITY REPORT FORM

STUDENT NAME:________________________ **DATE:**__________________

1. **PROJECT NAME:**

2. **OBJECTIVE:**

3. **PROJECT PLAN:** *(What steps will I follow to accomplish my objective?)*

4. **TOOLS / RESOURCES NEEDED:** *(What do I need and where will I get the resources?)*

5. **RESULTS OF MY ACTIVITY:**

6. **MY PERSONAL EVALUATION OF THE RESOURCE:** *(What did I get, was it what I expected, & was it valuable?)*

7. **MY PERSONAL EVALUATION OF THE TOOL(S) USED:** *(Were they adequate, how could they be improved, would another tool be better?)*

-- Use additional pages and exhibits as necessary --

ACTIVITY FRM (June 11, 1995)

Accreditation of Off-Campus Library Services:
Comparative Study of the Regional Accreditation Agencies

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at Fort Walton Beach

INTRODUCTION

During the past few years, off-campus librarians have displayed more than the usual interest in the subject of accreditation. They hold the belief that accrediting agencies should be more involved in reviewing off-campus library services and in ensuring that libraries are not eliminated from the planning of an institution to establish and offer programs away from the main campus. Accreditation has been the subject of off-campus library service conference papers, as well as a program topic for the Extended Campus Library Services Section of the Association of College and Research Libraries (ACRL).

Concern has been expressed about variations in regulations from state to state, with librarians speaking out for acceptable and consistent standards (Latham 1991, 161). The concern is that accrediting bodies have not systematically addressed the question of "adequate" library services to off-campus sites. Quite honestly, so varied and remote are some of the programs that the accrediting agencies have not always been able to identify off-campus activities or to ascertain whether or not they were supported by library services. That appears to be changing, however, as several institutions of higher education offering off-campus programs have learned.

In 1980, the Western Association of Schools and Colleges conducted a review of St. Mary's College in San Francisco and recommended that library and other learning resources be made available to off-campus students. In 1991, the North Central Association called Concordia Theological Seminary to task over a program that had been in existence for years. Among other deficiencies cited, it was noted that no provision had been made for providing research material or in assisting students in locating research materials (Jackson 1993, 97).

EXTENDED CAMPUS LIBRARY SERVICES GUIDELINES

The Association of College and Research Libraries (ACRL) recognized early in the development of off-campus instruction that library services must be provided for the growing numbers of students studying off-campus. To ensure some measure of uniformity and accountability on the part of educational institutions offering library services for off-campus education, the ACRL undertook, in 1967, in the absence of guidance from the regional accrediting agencies, to formulate a set of guidelines. The guidelines stressed the financial and professional responsibility of the parent institution. They were intended for library staff, administrators of higher education, academic program sponsors, and accrediting agencies. The *Guidelines for Extended Campus Library Services* have been reviewed, used, evaluated, and revised through the years. The latest revision of the guidelines appeared in *College and*

Research Libraries News in 1990.

REGIONGAL ACCREDITING AGENCIES

During the 1980's, the six regional accreditation agencies began writing into their standards for accreditation, rules that would require member institutions to ensure that courses taught off-campus received the same support as courses taught on-campus (Kascus and Aquilar 1988, 31). Coverage was generally sparse and uneven, however, as this author learned when she conducted a cursory study in 1989. Like the ACRL *Guidelines...*, the criteria were also found to be nonprescriptive in nature.

Five years later, in 1994, she sought to determine if there had been any changes in the published standards of the regional accreditation agencies. During the ensuing years between 1989 and 1994, accreditation issues had become popular subjects of discussion in parent libraries, as well as in off-campus sites and centers.

METHODOLOGY

In 1989, copies of the standards in use at the time were requested from all of the regional accrediting agencies. All of the agencies responded promptly. Some sent complete accreditation handbooks, while others sent photocopies of the pages on which the standards for libraries appeared. The materials were then studied to determine the level of coverage of off-campus library services. The same procedure was followed in 1994.

Statements relating to off-campus library services were extracted from the standards in use in 1989 and from those in use in 1994. They were then placed side by side in order to reflect the changes that had been made in the written standards during the five-year period.

RESULTS

The first observation that was made was that all of the agencies except the Western Association of Schools and Colleges, which had already addressed the issue of off-campus library services, had revised their printed standards. The result was that all of the revised standards reflected a more up-to-date picture of higher education in general and presented a more realistic approach to the provision of off-campus library services. They make allowances for variances and, thus, do not dictate specifics or recommend one model of provision of off-campus library services. There remains diversity in the standards, however. All still seem to rely to some extent on guidelines or standards produced by the American Library Association. The North Central agency relies solely on standards published by the American Library Association.

The following tables show references made to off-campus library services in 1989 and references made to off-campus library services in 1994. They are arranged by names of the six regional accrediting gencies in alphabetical order.

1989

Middle States Association of Colleges and Schools
(Standards adopted 1988)

Library/Learning Resources Center, p.24.
Standards written in paragraph form- 7 paragraphs
Paragraph 4 refers to off-campus programs.

Access to instructional resources is essential to students and faculty. Multi-campus institutions and those with off-campus programs should design special procedures or systems to provide sufficient on-site access to learning resources. Computer systems and other technological means, such as voice/data/facsimile transmission, can assist in developing access to all constituencies; however, technology must be carefully evaluated in terms of cost and long range implications.

1994

Middle States Association of Colleges and Schools
(Standards revised 1993)

Library and Learning Resources: Access and Utilization, pp. 27-30.

Written in paragraph form

Paragraph 3

An institution should provide access to a broad range of learning resources at both primary and off-campus sites. Although access to these resources is customarily gained through a library/resources center, an attempt should be made to think beyond the physical confines of the traditional library in regard to information access. A variety of contemporary technologies for accessing learning resources and instruction in their use should be available. In addition to providing broad access to the diffuse world of electronic information, institutions should provide critical reference and specialized program resources at or within easy reach of each instructional location. Where appropriate, institutions should also expand access for users at remote sites, such as extension centers, branch campuses, laboratories, clinical sites, or students' homes.

Paragraph 5

. . . Multi-campus institutions and those with off-campus programs should design special procedures to provide document delivery as well as sufficient on-site access to learning resources and services.

Paragraph 7

Library buildings and comparable facilities-whether on or off-campus- should be designed to provide convenient access for users.

1989

New England Association of Schools and Colleges
(Standards adopted 1984)
Library and Learning Resources, p.11.

Standards written in paragraph form- 4 paragraphs
Extended Campus Library Services are not mentioned.

The policy of off-campus programming written by the commission of Institutions of Higher Education in 1978 stated that off-campus educational programs are regarded as integral parts of the institution and not peripheral to its objectives or other programs... Institutions with already operative off-campus programs will have such activities evaluated as part of the next evaluation of the institution as a whole... It is the responsibility of an institution to notify the Commission about plans for off-campus programs at least ninety days before the activities become operational. The following data should be submitted:

5 Basic planning documents indicating provisions for faculty, library, and facilities.

. . . The Commission will evaluate plans and notify the institutions whether the projected activities are within the scope of the institution's accreditation.

1994

New England Association of Schools and Colleges
(Standards revised 1992)

Standard 7, Library and Information Resources, pp. 23-24.

7.2 Through the institution's ownership or guaranteed access, sufficient collections and services are readily accessible to students wherever programs are located or however they are delivered. These collections and services are sufficient in quality, level, diversity, quantity, and currency to support and enrich the institutions's academic offerings. The institution provides facilities adequate to house the collections and equipment so as to foster an atmosphere conducive to inquiry, study, and learning among students, faculty, and staff.

1989

North Central Association
(Standards adopted 1988)

Instructional/Learning Media Program, pp. 30-33.

More quantitative than most standards, they obviously refer to secondary schools. There are no references to off-campus library programs.

1994

North Central Association
(Standards revised 1994)

Uses American Library Association Standards/Guidelines.

1989

Northwest Association of Schools and Colleges
(Standards adopted 1988)

Standard IV- Library and Learning Resources, pp. 6-7.
Written in paragraph form- 6 paragraphs

The last 2 paragraphs refer to off-campus services.

Whenever an institution provides programs, it must demonstrate that library and learning resources services, fully adequate to the programs, are conveniently available and used by students and faculty.

Occasionally, an institution will make library and learning resources services available to students and faculty through specific arrangements with another institution or other agencies where the holdings and services are adequate to support the programs and capable of maintaining an adequate level of support. In such cases, it is incumbent upon the institution to demonstrate that these arrangements are fully effective, will continue to be so in the foreseeable future, and are capable of meeting the needs of prospective program changes and additions.

(Also reference in Standard VI- Continuing Education and special Instructional Activities)

1994

Northwest Association of Schools and colleges
(Standards revised 1992; Standard IV revised Fall 1993)

Standard IV, Library and Learning Resources, pp. 2-3.

Written in paragraph form.

Facilities and Access (2nd paragraph)
Wherever an institution provides programs, it ensures that information resources and services, adequate to the programs, are accessible, conveniently available to, and used by students and faculty.

Planning and Evaluation (3rd paragraph)
The institution regularly and systematically evaluates the adequacy and utilization of its information resources, including those provided through cooperative arrangements, and at all locations where courses, programs or degrees are offered. The institution uses the results of the evaluation to improve the effectiveness of these resources.

Description for Self Study
2. List all educational resources and services which support the institution's mission and objectives. specifically, identify those provided for off-campus programs and courses.

Analysis and Appraisal
3. Analyze the utilization of resources, equipment, services, and facilities by students, faculty, and the community served. If applicable, evaluate the adequacy of resources and services provided to support off-campus courses and programs.

5. Evaluate the involvement of information resources personnel in planning concerning addition, modification, or deletion of curricular programs, distance learning initiatives and/or implementation of alternative modes of delivery.

1989

Southern Association of Colleges and Schools
(Standards adopted 1988)

Standard 5.2, Library, p. 27.

An institution must provide appropriate library services at off-campus locations where credit courses are offered to ensure that these courses receive the same level of library support as that given to equivalent on-campus courses. This obligation can be met by developing a branch library or by making contractual arrangements with libraries in the geographic area. Competent library personnel should be assigned the planning duties entailed in providing these services and in ascertaining their continued adequacy. When contractual agreements are reached, they must specify the level of service and type of access to be provided for students and faculty.

1994

Southern Association of Colleges and Schools
(Standards revised 1992)

Standard 5.2, Library, p. 48.

At any off-campus location where credit courses are offered, an institution **must** ensure the provision of, and access to, adequate learning resources and services required to support the courses, programs and degrees offered. The institution **must** own the learning resources or provide them through formal agreements.

Competent library personnel **must** be assigned duties in planning and providing library resources and services and in ascertaining their continued adequacy.

When formal agreements are established for the provision of library resources and services, they **must** ensure access to library resources pertinent to the programs offered by the institution and **must** include provision for services and resources which support the institution's specific programs, in the field of study and at the degree level offered.

1989

Western Association of Schools and Colleges
(Standards adopted in 1988)

Standard six: Library, Computing, and other Information and Learning Resources, pp. 61-65.

Standard 6.B Quality of Holdings
Library holdings and media resources are sufficient in quality, depth, diversity, and currentness to support the institution's academic offerings.

6B. 1 Basic collections held by the institution are sufficient in quality and quantity to meet substantially all the needs of the educational program on and off campus.

6B. 2 The institution provides services and holds readily available basic collections at all program sites not serviced by the main library. Interlibrary loan or contractual use arrangements may be used to supplement basic holdings, but are not used as the main source of learning resources.

6B. 5 Institutions having formalized agreements to supplement their own collections with those of other institutions have mutually agreed upon arrangements with those other institutions and contribute appropriately to the maintenance of those resources.

Standard 6.C Acquisitions and Bibliographic Services

Library and Learning resource materials are kept current; bibliographic services meet the needs of institutional users.

6C. 3 All materials are cataloged or appropriately listed so as to make them easily available to their users. Where appropriate, a union catalog is established to provide a central listing for all resource centers serving the institution.

Standard 6.D Availability and Use

Collections are readily available for use by the institution's academic community on-campus and where, by virtue of program or distance from the main campus, they are needed off-campus.

6D. 1 Open hours provide for convenient access to library collections and resource centers.

6D. 5 Where off-campus programs exist, students are provided ready access to basic collections held by the institution.

6D. 6 Comprehensive training programs to promote library use are available to both students and faculty. Library orientation is responsive to the needs of the nontraditional as well as the traditional student.

Standard 6.E Facilities

The library facilities accommodate the collections, readers, and staff so as to foster an atmosphere of inquiry, study, and learning.

6E. 1 The size of the central library structure and other decentralized units, as required, is adequate and appropriate to the nature of academic programs, student enrollment, the size and specialized equipment, and the size of the staff.

Standard 6.F Information Technology

Computing and data communication services are provided as learning resources to the academic community in sufficient quantity and quality to support the offerings of the institution.

6F. 1 A variety of computing resources (e.g. professional support staff, hardware, software, and, as appropriate, network access on and off campus to databases and computing resources) supports the instructional and research needs of student and faculty.

6F. 6 Data communication services provide access to information and services both locally and, where appropriate, nationally.

Supporting documentation for Standard Six

Required:

6. Formal, written agreements with other libraries.

1994

Western Association of Schools and Colleges
Standards in effect in 1989 were in effect in 1994.

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Work in Progress: Development of Academic Library Outreach Services on the High Plains

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INTRODUCTION

The Forsyth Library outreach program at Fort Hays State University, Hays, Kansas, (FHSU), truly is a "work in progress." The intentions of this paper are 1) to delineate the ongoing process that is the foundation of the program, and 2) to describe the visions, assessments, and implementations that have occurred, are occurring, and hopefully, will occur.

For structure, I will use a modified strategic planning paradigm. It is helpful to look at this paradigm in terms of one stage flowing into another, and not as a strictly linear step by step progression of events. One looks first at the future, or envisions what needs to be done (with the idea that "where there is no vision, the people - or the library, or the programs, perish"). In creating the vision, one chooses from alternative futures an image of where one wants to be.

The assessment stage follows the vision, because if nothing has been envisioned, there is no need to examine the current state of affairs. The particular vision determines what areas are assessed. (For example, if I envision painting a room green, I will look at shades of green, but not shades of orange). Assessment asks where have we come from, and where are we now? Later assessments take into account previous visions, assessments, and implementations.

The third stage, implementation, presents specific steps that lead to the vision becoming reality. This stage then flows into another vision, new assessments, and more implementations.

Writing lends order to a seemingly chaotic process. To provide that order, I will describe the progress of the program in terms of "Ground Zero," "Square One," and "Square Two."

GROUND ZERO

VISION$_0$

The initial vision for library outreach services at FHSU originated with the Dean of Continuing Education who believed that students taking courses off campus deserved library services equal to those received by on-campus students. He shared his thoughts with a new library director who had envisioned the same thing.

ASSESSSMENT$_0$

The first assessment was probably intuitive and based on anecdotal evidence. In whatever way the conclusions were reached, it had become evident that distance students were not receiving consistent attention from the library.

IMPLEMENTATION$_0$

As a result of the envisioned service, and the assessment of the status quo, I was hired in summer, 1994, as outreach librarian. The job was described as one to create a program to offer library service to off-campus students.

SQUARE ONE

VISION$_1$

There was a lot to learn about outreach and distance services in general, as well as about the local situation, and the history and demography of this part of Kansas. I realized that our students did indeed require library assistance. A slightly expanded vision emerged that students needed to receive formal, consistent, individualized library service in a non-threatening atmosphere.

ASSESSMENT$_1$

The new vision brought into focus the history and current status of the university and its continuing education program along with a consideration of the demographics of the region, and the population of distance students. This assessment stage was composed of several sections: (1) a look at the history of the university and its continuing education program; (2) a study of the demographics of the region; (3) a survey of continuing education students; and (4) visits with area librarians and continuing education faculty.

Fort Hays State University describes itself as "the University of Western Kansas." Established in 1902 as the Western Branch of the Kansas Normal School of Emporia, it went through several permutations, and achieved university status in 1977, becoming a part of the Kansas regents' system. The university emphasizes the undergraduate program, but also offers masters' degrees in several areas.

FHSU serves a geographically large, but sparsely populated area of Western Kansas. The area served consists of fifty-four counties totalling approximately 45,500 square miles. According to figures from 1992, the population density was 9.37 persons per square mile. (In Kansas overall, the population density was 30.9 persons per square mile.)

Ethnically, the area is generally northern European Caucasian. However, in two southern counties, the Hispanic and Asian populations are growing rapidly. The meat packing industry in these counties has attracted large numbers of immigrants to these areas, and institutions are just beginning to consider how best to serve them.

Sparse population and great distance are not peculiar to the 1990's. People in Western Kansas have always been scattered and fairly isolated. From the beginning, FHSU has recognized the need for distance education.

The first correspondence courses were offered around 1911. A catalog from the time stated that "It is the policy of Western State Normal School to offer in this department all the subjects that can be taught successfully to the absent student." It continued with the disclaimer that "subjects that require laboratory or extensive library work can not be offered" (Western State Normal School 1912, 64).

By 1920, the extension division had grown to include ten departments. The university officially recognized that there were those who "are ambitious to pursue college work, yet it is impossible for them to be away from home..." (Fort Hays Kansas Normal School 1920, 18). The department sent teachers into communities to provide instruction, as well as continuing to offer courses by correspondence. Most of the classes were in education.

By 1971, the extension division had become the Field Service Office, and in 1975, this was replaced by the Office of Continuing Education. The office became "the administrative unit charged with the responsibility for coordinating the academic extension program of the university" (Fort Hays State University 1993, 89).

Courses are still offered by professors travelling in person to distance sites. Mail correspondence courses have been replaced by courses offered on audio cassette and videotape. Continuing education is, of course, using new technologies as well. Telephone conference courses have been taught since 1977; ITV classes have been offered since the early 1990's. While there are still many education courses taught, nursing is running a close second. The College of Business offers several distance courses. The university offers a Bachelor of General Studies degree, and several distance course are offered with this degree in mind.

In the course of looking at history, I discovered, in contrast to my initial belief, the library has not been ignored for the entire history of extension. In 1919, for example, a paragraph in the Extension Division Bulletin was devoted to library facilities. It cited "a special arrangement with the Kansas Traveling Libraries Commission whereby correspondence students...can obtain a traveling extension library at a very small cost" (Fort Hays Kansas Normal School 1919, 9). In 1959, and up until at least 1965, the bulletin stated that "the Extension Librarian of the (College) Library will check out books and bulletins to extension students" (Fort Hays Kansas State College 1959, 15). By 1971, reference to an extension librarian or special library services had disappeared from the bulletin. In recent years reference has been made to the library services of the Regents Universities as a whole; however it was only in 1990 that library services for continuing education students at FHSU were officially mentioned again. A report published by the Office of Continuing Education stated as a goal "To further advance the availability of library resources through extension of the existing computerized services to undergraduates and expand the learning resources of participating adults" (Pathways to the Future 1990, 6). The same report referred to the statewide interlibrary loan service as essential to distance students.

If FHSU is the University of Western Kansas, Forsyth Library is the library of the region. In fact, two of the early extension departments were set up so that Forsyth Library could assist area public libraries, much as later library systems would operate. There are several fine public and community college libraries in the service area, but Forsyth is the only one with an academic research focus.

That the university library is indeed a regional library can be illustrated partly by the number of research tours provided to area high schools. In the 1994-95 school year, for example, the reference department conducted tours for thirty-one high school classes, comprising approximately 750 students. Some of the students and teachers had to travel two to three hours each way; but Forsyth is the only place where most of the them can find the research materials that require.

Forsyth Library is currently in the throes of transition. In the past five years, a Notis-based on line catalog has been activated. Quite a few CD ROM databases supporting education, nursing, business, and several departments in Arts and Sciences have been installed as well. The library is currently in the process of converting to the Library of Congress classification system. On-campus students find the library's current situation confusing and uncertain, and distance students certainly find it so. Often they are able to come to campus only one or two days during the semester, and without individual attention and basic instruction, they return home frustrated with the library, the university, and their courses in general.

Even without changes at the library, distance students are, so to speak, in a "double bind." Most are nontraditional because of their ages, jobs, and families. They have the additional burden of being nontraditional because of distance and removal from traditional "college life." In order to obtain a more objective overview of these students, the Library and the Office of Continuing Education conducted a survey in October of 490 continuing education students who had taken courses the previous spring. A brief summary of that survey follows.

We received 146 responses. Respondents were scattered over fifty-one counties of residence. The largest percentage lived in communities of 1,500-9,999 persons. They took courses in a total of thirty-seven cities; again, they were scattered over these cities. The majority of respondents (65%) lived 76-299 miles for the university. These results bore out the intuitive knowledge that the student in continuing education are truly distant - not only from the university, but from each other.

Nearly one-half of the respondents were enrolled in graduate programs; about one-third were not pursuing a degree; and one-fourth were undergraduates. The majority were enrolled in the College of Education.

Our major area of interest was, of course, that of library use. We asked how far students lived from the library they used the most. The majority (63%) lived zero to ten miles from their most used library. However, a number of respondents lived fifty or more miles from their most used library.

We asked, "in how many of your off-campus or outreach courses have you had to prepare papers and/or reports which required any use of a library?" The largest number, fifty-two students, had to use libraries for more than four of their courses. Only twenty-one respondents reported "none:" thirty-nine reported one or two courses, and thirty-two reported three or four courses.

Next, we asked which types of libraries students had used at least once for research for their off-campus courses. Public libraries were used the most heavily, then school libraries, community college libraries, Forsyth, other academic libraries, and other types of libraries. Only eighteen students responded they had used no libraries. In each case of library use, the majority used the other libraries but did not use Forsyth. Of those who used Forsyth, only six students reported using it exclusively.

Some conclusions for these results were that most students use the library closest to them - obviously, in most cases, the public library. The number of persons using school libraries reflect the high number of respondents who were enrolled in education. Many teachers use distance courses as a way of updating their certification requirements as well as of working on advanced degrees.

We asked what services were used at Forsyth and at other libraries. More people answered the question for other libraries than for Forsyth. For both questions, the rank of choices was the same except that the use of reference and checkouts was reversed. A greater percentage used reference at Forsyth, and a much higher percentage checked out materials at the other libraries. This may reflect the fact that off-campus students have to purchase cards at Forsyth in order to check out or use reserve materials.

We were also interested in how satisfied respondents were with libraries they used. We asked one question about Forsyth Library, and one about other libraries. Seventy-six individuals responded to the Forsyth portion of the satisfaction question, and 136 to the question about other libraries. In each case, the largest percentage were somewhat satisfied, the next largest were very satisfied, the next were neutral, then somewhat dissatisfied, then very dissatisfied. There were few respondents in the last two categories.

The final two questions were open ended. The first was, "What, if any, has been your greatest frustration in using libraries to help you in your coursework?" The second was, "What library services would you like to see Forsyth Library offer you as a "distance learner?" There were eighty responses to the first question, and fifty responses to the second. People evidently had more frustrations than suggestions.

There were several main areas of frustration:

- ○ Time and Distance: People were frustrated by distances and the time it took to travel them. They cited the distance to Forsyth as well as distances to other libraries. The other issue of time was that the students had little time to do research and gather information.

- ○ Information and Materials: There was an overlap between this area and the first. There was frustration with the amount of time it takes to obtain resources requested through interlibrary loan. Several students referred to a lack of up to date information, and a lack of specialized materials at any library. Students were often able to find journal citations, but then could not access the articles themselves.

- ○ Library Apprehension: Several students cited their perceived inability to use libraries. One respondent stated this frustration succinctly and poignantly by citing, "Ignorance of how to find what I needed. I have been away from using libraries for research, etc., for a long time and just don't know what to do." This student speaks for many. It is scary enough to come into a physical library with little knowledge; but being asked to conduct library research at a distance compounds the problem.

- ○ Computers: Frustrations cited here were with the respondents' own lack of knowledge, the inability of library staff to help, a lack of training in using computers, and the databases being in use when the respondents needed them. There were also references to not being able to access the library catalog from a distance. There were several requests for better computer access.

- ○ Libraries themselves: The two basic frustrations with local libraries were limited hours of operation and lack of resources to support the courses students were taking. Frustrations with Forsyth were, again, hours of operation of Fridays and weekends, lack of need resources, and the helpfulness level of staff. There was also confusion with the on line catalog, and the layout of the building.

There were also several areas in which the respondents made suggestions:

- ○ Personal Assistance: Some respondents specifically asked for more personal assistance, or to have a person designated to help with outreach requests. As one put it, "a designated person who is equipped and sensitive to my particular needs."

- ○ Information: Several individuals desired more information about the library in general, its holdings, and how to conduct research. They wanted to know the same things on-campus students are taught about the library.

- ○ Access: There were several requests for better computer access. Most of the respondents discussed access by modem to topcat, databases, and journal articles. Some wanted better telephone access, toll free numbers or "some way around long distance costs." Others wanted to have books and materials mailed to them directly because they found the interlibrary loan system too slow.

- Information: Respondents wanted good public relations materials - printed bibliographies or brochures listing the services provided by the library.

The region in which these students live contains six community colleges, four library systems and a numerous public libraries. To reestablish the communication with the other libraries that appeared to have diminished, I visited several of each type. I wanted to get the local library perspective on our distance students, and to let the librarians know we are willing to work with them.

Public librarians were generally positive about services to students enrolled in distance courses; although some were frustrated because they were not able to serve the students thoroughly and felt a lack of support from Forsyth Library. Library system librarians, who have a wider perspective, were pleased that Forsyth was moving toward cooperative efforts.

The community college librarians indicated they get quite a lot of use from our distance students. They make an effort to serve the FHSU students who take distance courses on their campus sites. They presented several problems and ideas to improve communications and effectiveness.

The librarians suggested several features that will be implemented. They suggested we publicize the fact that the online catalog is available by modem, and that we initiate a phone and modem 800 number. There was a suggestion that Forsyth Library sponsor training workshops for public librarians and be available for follow-up support. One person suggested we devise a form for continuing education students to sign when they use local libraries in order to have a more accurate picture of how many students use local libraries for college coursework.

Informal visits with continuing education faculty also elicited the suggestion of an 800 number. Faculty also requested written publicity, and a universal library card, or some sort of cooperative agreement, enabling students to use all libraries in the area. Faculty members also asked for assistance with reserve materials. Many of them take their own books to off-campus sites, and need someone to coordinate reserve materials at the libraries connected with the sites.

IMPLEMENTATION

The assessment stage provided a sense of direction for the implementation stage, although it was difficult to determine what to tackle first. There were obviously some things we could do, and others over which we had no control. distance is a given. We cannot shorten the physical miles, but we can increase the speed of travel by using telephone and E-Mail. We cannot change the hours and policies of other libraries, but we can work with them and help make their collections more accessible to distance students through our own initiative. We can certainly provide personal assistance, and publicize the developing outreach program.

The *ACRL Guidelines for Extended Campus Library Services* also helped focus the implementation. A mission statement, goals and objectives, and initial policies and procedures were clearly necessary. Continuing personal contact with students, faculty, and area librarians was also of primary importance.

The progression of events appears orderly on paper, although many things were actually happening at once. Envisioning, assessment, development of the program, and providing actual service were intertwined, but for structural purposes, I'll describe the mission, goals and objectives, procedures, and initial results in order.

The mission statement is simply worded: "The mission of the Library Outreach Program at Fort Hays State University is to provide FHSU distance students with library service comparable to that received by on-campus students." This statement reflects both the desires of the continuing education community and the ACRL Guidelines philosophy to "provide library service to the extended campus community equitable with that provided to the on-campus community: (American Library Association 1990, 354). The goals are, at this point, short term and readily achievable. The basic goals, each of which has attached objectives, are as follows:

- Research: "Assist distance students with library research at Forsyth Library"
- Communication: "Use all forms of communication to interact with distance students and make their access to Forsyth Library as easy as possible"
- Interlibrary cooperation: "Establish working relationships with the community college libraries, public libraries, and library systems in the FHSU service area"
- Electronic Access: "Encourage use of personal modems to access Topcat and encourage use of E-Mail to communicate with the outreach service"
- Faculty and student interaction: "Establish ongoing communication with continuing education faculty and students"
- Policies and Procedures: "Establish written policies and procedures pertinent to the outreach service, and provide for ongoing revision."

Basic policies flowed from the mission and goals, from the survey and suggestions, and from actual practice. We decided to accept requests for literature searches, materials, and answers to questions from students in person, by mail, or by telephone. If we are asked for a literature search, we will help students narrow and define their topics during the initial interview. We will also help them find citations in their nearest libraries. To do the latter, we need to know what resources are available. We have developed a survey to determine the holdings of basic indexes and CD-ROMS at community colleges and the larger public libraries; and we are accumulating periodical holdings lists of the libraries in the area. A librarian taking a call can tell students what is available at their nearest libraries, and help them "jump start" their search if possible.

We also decided to copy articles needed by students if the journals are available at Forsyth. We bill for copies, but charge only the regular cost, having the library absorb the postage. If several students at one site need the same article, we make one copy only, and send it to the site. Students are then responsible for making their own copies.

In order to take some of the burden from the Interlibrary Loan Department, we decided to ask students to request materials not held by Forsyth through the interlibrary loan service at their local library. We are however, willing to work with anyone whose local public library finds itself unable to perform this function.

In order to assist faculty and students with reserve materials needed at off-site libraries, I indicated my willingness to work with each faculty member to coordinate reserve materials. The community college and public libraries I contacted were all willing to designated space within their own facilities to house reserve materials for our students. The interlibrary loan department has been more than cooperative in sending materials through courier or by mail. This has not only improved students access to these materials, but has also prevented teachers form having to carry car loads of books to each site.

Westbrook and Waldman wrote that "personal contact contributes more to the success of an outreach effort than organization skills or funding" (Westbrook and Waldman 1993, 64). The program has so far had very little of the last one, little time for the second, but a lot of the first. In fact, the most successful part of the program has been the individual attention paid to distance students. A major part of library outreach is providing a sense of "place," of connectedness with the institution - the library as well as the university. During the 1994-95 school year, we served several continuing education students in defining topics, answering reference questions, and conducting literature searches. Most of the students made their requests by telephone, although some had been on campus at least once to meet with advisors and to conduct preliminary library research. So far it has worked well to assist off-campus students individually or in small groups, by appointment at the library. When they call or write with specific requests, they are much better informed, better able to limit their searches, and they have a much better idea of "place."

In the spring I was fortunate to be able to participate in ITV classroom teaching. Two nursing instructors propelled me into this by asking me to conduct sessions for their research classes. In one class, I demonstrated the use of the nursing database, CINAHL. The software had been installed, and the computer screens were projected onto the monitors. I had mailed out in advance print copies of the screens I was to show in case students had trouble reading form the screens.

In the second class, I demonstrated the use of our online Notis catalog, Topcat. Any one with a modem and the right software can access topcat from home or office. Students found both of these classes helpful. Not only were they able to get a handle on searching, but they were given a "face" for an otherwise anonymous library.

SQUARE TWO

VISION$_2$

The program has been "in progress" for about nine months (as of this writing). The time has come for a new vision to evolve. This evolved vision says that not only do distance students need to receive appropriate library service, but also that the program needs to involve a sense of community. The community should include the university as an institution, and the distance students themselves. This vision would reflect the ACRL Guidelines which state the necessity for involvement of representatives of the entire academic community.

ASSESSMENT$_2$

There are several areas of the current assessment. The start up has been slow, but it has been a start. Library services to distance students on the High Plains of Kansas are being provided again after a long hiatus. Where the program has been used, it has been used heavily, and very much appreciated. However, the heaviest use has come from one area, and if we are not careful the program may become a service for one department alone.

The second area is the recognition of the necessity for group action. Small groups representing an entire organization are more effective than a single person can be at generating ideas, taking action, and gaining acceptance for programs - especially when those programs include innovation.

Another area involves the need for direct contact with distance students, and written publicity. Time to travel and visit classes has so far been limited. I have not taken the time to visit students directly; rather, I have depended on their coming to or calling me. Again, most of this contact has taken place in the context of one department. There has not been much time to prepare written publicity and brochures. This has been a detriment to spreading the word of the new service. Students as well as faculty need to be made aware of the services we offer.

IMPLEMENTATION$_2$

To implement this third vision, there are several steps that seem feasible for the coming year. We will establish an 800 number by the fall semester for use by distance students and seek funding from the Office of Continuing Education. Pease and Power wrote that "providing a toll-free number to off-campus students, particularly rural students with limited local options, has been found to improve their morale by making them feel less isolated from the library and the university" (Pease and Power 1994, 49) There is no doubt that this is true, and establishment of this service will be a major priority. We will also explore the possibilities of obtaining passwords for off-campus students so they can contact outreach services by the campus E-Mail system. This would help students feel more connected and certainly speed up communication.

The implementation of the vision for a representative small group will be the development of a steering committee. Ideally, this committee will be as informal as the university structure will allow, will be made up of representatives from each college, the library, the Office of Continuing Education, and someone from off campus. More than a decade ago, Cantelon wrote about the "new found collaboration" (Cantelon 1982, 13) that would be necessary if non-traditional education were to be taken seriously. Fort Hays is getting a bit of a late start, but this collaboration will begin in the fall. The development of this committee will be directly related to the ACRL Guidelines.

Another implementation issues from a state, rather than a local perspective. The Kansas Library Network Board has recently written a Distance Learners Bill of Rights. We will make the faculty, administration, and distance students aware of this document during the coming weeks. As much as possible, future visions will take this "bill of rights" into account, and we will attempt to have our program parallel some of the responsibilities stated in the document.

As indicated previously, this process is ongoing, not static. As these implementations take shape, they too will be assess in light of the vision, and other features will evolve from them. Some may not occur exactly as planned, and directions may appear that have not even been imagined. However, the work is progressing, and that in itself is worthwhile.

CONCLUSION

What has been presented has been an overview of a program in evolution, not one that is finished. Certain directions have been envisioned, and certain steps have been laid out. Although one can never anticipate all that will happen, strategic planning can help sort out choices from the myriad range of possibilities. The vision that is created helps determine what is assessed. The assessment then helps determine implementation.

Because we know that our students are dispersed, the approach to them will have to be different than it would if they all lived in a large city and its suburbs. Because we know that many of our students are apprehensive about libraries and research, our presentations and publicity will be different than if they were highly sophisticated library patrons. Because we know that the spirit of independence and individualism inherent in Western Kansas pervades institutions as well, the approach to cooperation and collaboration will be different than in an area where everyone is used to working together.

Because time has been taken to envision, to assess, and to plan, we can be sensitive to our off-campus students and the the environment in which they learn. With this understanding, we can help them learn the skills to cope with any information and research context.

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Providing Off-Campus Library Service Using Notebook Computers for Remote Access of Electronic Information Systems

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INTRODUCTION

Today many institutions of higher education are offering courses of instruction at corporate sites and educational centers that are often far removed from the primary campus. Many of these institutions struggle to provide library and information services to their off-campus students. The cost to build and maintain libraries away from the main campus is prohibitive and today even unnecessary. The electronic revolution that has swept the globe in the last ten years has provided colleges and universities with many tools to bring the world of information to students at even the most remote locations. Notebook computers equipped with modems and CD-ROM networks with dial-access are two of the tools that can provide needed information to students at a distance. This paper will discuss the use of these two tools to provide information to students enrolled in the MBA program at LeTourneau University.

LETOURNEAU EDUCATION FOR ADULT PROFESSIONALS (LEAP)

LeTourneau University is a four-year Level III (Southern Association of Colleges and Schools) liberal arts institution that is located in the East Texas town of Longview and has education centers in Bedford, Dallas, Houston, and Tyler. Undergraduate and graduate business courses are taught at the off-campus education centers through LeTourneau University's LEAP Program. The business degrees offered through the LEAP Program are also available at the Longview campus. The main campus in Longview offers a full-range of traditional liberal arts degrees.

LeTourneau Education for Adult Professionals (LEAP) Program provides adults with an opportunity to complete a college degree in a method designed to meet the unique needs of adult students. This is accomplished by offering a Bachelor of Business Management and a Master of Business Administration through the Division of Business. These programs are administered through the Division of Adult and Continuing Studies. Both degrees offered use an accelerated format that allows students to complete their degree more rapidly than the traditional semester or quarter formats. Sixteen to twenty students make up a class and these students complete the entire program as a class. They are divided up into study groups of 4-6 students and they proceed through the courses in lock step together as a class. The MBA degree requires students to complete a 22 month program that includes 48 credit hours of course work.

Today there are over 1,200 students enrolled in the LEAP Program. 185 of those students are enrolled in the MBA program which began in October 1992. LeTourneau University graduated its first 50 MBA students this past year. Over 1,400 undergraduate students have received their BSBM degrees since

1989.

LeTourneau Library CD-ROM LAN

When LeTourneau University received approval to begin offering the MBA in 1992, the preparations for the new curriculum included an analysis of the library services and materials available to students at the graduate level. It was determined that the library resources were inadequate to serve the new MBA program. The university increased considerably the library materials budget to begin collection development of resources for graduate business students. Because the majority of LEAP students live and attend classes at locations far removed from the main campus, it was decided that the library needed to make resources accessible from a distance. Accordingly, the Division of Graduate, Adult, and Continuing Education of LeTourneau University contributed approximately $60,000 for the development of a CD-ROM network for the library which would include full-text and bibliographic databases and would have dial-access for remote users.

In October, 1992, development of the CD-ROM LAN began and by January 1993 it was completely operational. The library CD-ROM LAN was developed and built entirely by the library management team and the wonderful technicians in the university's Information Technology Department. The library team proposed the configuration of the system and the databases that would be available on the system. The Information Technology team purchased the necessary equipment and constructed the system. The only outside help on the project came from Arne Almquist at the University of North Texas who graciously provided us with much useful advise and the opportunity to come and observe UNT's considerable computing operations.

The LAN file server is an IBM 486DX50 that contains 8 expansion slots (6 EISA and 2 ISA) that speed transfer of data. Twenty-one individual CD-ROM players are attached to the file server with SCSI-2 ribbon connectors. Hitachi CD-ROM players make up the majority of the players with a few NEC players making up the rest. Several of the original single speed players have been replaced with double speed players and this process will be continued until all of the single speed players are replaced. Only Hitachi players are being purchased now and the remaining NEC players will be phased out in the next year. Novell CD-NET software provides the network capability and Meridian software provides the driver for the CD-ROMs. The file server also includes and Adeptec card which as the controller for the server. Access to the CD-ROM LAN is available to all students from multiple workstations in the main campus library in Longview; from single workstations at the branch libraries in Bedford, Dallas, and Houston; and for MBA students via modem using their assigned notebook computers. Dial-access is limited to MBA students at this time due to the fact that there are only three ports into the system for dial-access. Our database licenses allow us to have ten simultaneous users, three terminals in the main library have dedicated access, the Coordinator of Public Services has dedicated access from his office, and three ports are available for dial-access from off campus. This leaves the possibility of adding more dial-access ports when usage requires the number to be increased.

The library CD-ROM LAN currently has five databases loaded and available to students for searching. These five databases are: EBSCO's *Academic Abstracts Full-Text Elite*, IAC's *Business ASAP*, BMI's *Business Dateline*, SilverPlatter's *ERIC*, and BMI's *New York Times*. Of these, *Business Dateline* and *New York Times* are 100% full-text, *Academic Abstracts* and *Business ASAP* are bibliographic databases with some full-text, and *ERIC* is a bibliographic database with very little or no text.

Notebook Computers for MBA Students

Each student in the MBA program is assigned a notebook computer, modem, and printer for their use until he/she completes the program. The price of the computer/accessories ($1660.00 on avg.) and costs for maintenance and tracking are included in the students' tuition. Upon graduation from the program (22 mos.) the student may opt to purchase the computer, modem, printer, and software at fair used market price. The current purchase price for the complete package (computer, modem, printer, and software) is around $500.00.

Four types of notebook computers have been used since the program began in 1992:

Computer	Modem	Printer
	1992	
IBM 386SX16 40mg HD, 2mg RAM	Midwest Micro Pocket 9600 baud, external	Panasonic KS 1123 24 pin dot matrix
	1993-1994	
IBM 386SX25 80mg HD, 2mg RAM	IBM Modem 9600 baud, internal	Panasonic KS 2123 24 pin dot matrix
	1994	
Compaq 386DX33 100mg HD, 4mg RAM	U.S. Robotics FAX/Mod 14400 baud, external	Canon BJ200E bubble jet
	1995	
Toshiba T1910 (486SX33) 200mg HD, 4mg RAM	PCM CIA FAX/Modem 14400 baud, internal	Canon BJ200E bubble jet

Software for the notebook computers includes: Windows 3.1, WordPerfect 5.2, Lotus, and TELIX communications software. The software included with the computer was selected to give the student basic computing tools necessary for completion of the MBA program as well as preparing the student for the use of computing equipment and software in the workplace. In addition to the software provided, the students may purchase and load any software they desire.

Computers, modems, and printers are purchased from a number of vendors. The major factor for selection of equipment is cost and warranty. All computer equipment purchased for the MBA program must have at least a two year warranty. A two year warranty will cover the equipment for the entire time a student is in the MBA program. It has been impossible to select a specific computer, printer, or modem and stay with that equipment over a long period of time due to the constant changes in the computer industry. Models are phased out, disk space gets more affordable, modems get faster, and sophisticated programs require computers to be faster and faster. For these reasons, it has been necessary to upgrade the equipment from time to time. In the Fall of 1995, the Toshiba T2100 (486SX66, 300mg HD, 8mg RAM) will be put into use. LeTourneau University will have Internet capability by that time and the notebook computers currently being used by the MBA students are inadequate for many Internet applications. Librarians and Information Technology staff have recommended that the next generation of notebook computers include color monitors. Color monitors will make the Internet a more enjoyable experience and will eliminate some minor problems in navigating the library's CD-ROM network.

MBA students use these notebook computers to complete course requirements and to access library resources for researching their assignments. Each notebook computer has a copy of TELIX communication software loaded and a macro which maps the function keys on the computer's keyboard. There are many varieties of communication software available and TELIX was selected because a shareware version was available and could be provided to each student at a very low cost. TELIX is used by the students to connect to the library CD-ROM network, to transfer files between members of study groups, to access the online catalogs of area libraries, and any other uses that require a modem.

When MBA students want to access the library CD-ROM network they use TELIX to dial one of three telephone numbers to the system. When connected they are required to logon with their name and class number and then they must enter a password to begin searching the databases. One password allows the user to print to a local printer and the other password allows the user to print the search results to a disk in ascii format. When a user has logged onto the system with one password he/she is locked into printing to a printer or printing to a file depending on the password used. Some of the databases (Academic Abstracts Full-Text Elite) force an administrative choice of allowing users to print or download files but not both. To make all databases available for printing or downloading, the Information Technology Department configured the system so that when you logged in with one password it tells the system to print to a printer when the print command is given. When the other password is used it tells the system to print to a disk. This set up is admittedly a little cumbersome. The student must decide before he/she dials into the system whether the results will be printed to a printer or to a disk. If the results are printed to a disk the file is in ascii format and must be converted to a text file to be read.

ELECTRONIC INFORMATION SYSTEMS SEMINAR

To educate the MBA students on the purpose and use of the CD-ROM network, a required one-day seminar, *Electronic Information Systems* (EIS), has been added to the curriculum. The EIS seminar is taught one week prior to the start of regular classes and any student who does not attend the seminar cannot begin the MBA program. The EIS seminar is taught by a professional librarian. EIS seminars for Houston MBA students are taught by one of the part-time professional librarians who staff the branch library at the Houston Educational Center. Seminars for Longview, Tyler, Bedford, and Dallas are taught by professional library staff from the main campus library in Longview. In the 1995/1996 school year, a part-time professional librarian will be hired to man the branch library at the Dallas Educational Center. This librarian will teach the EIS seminars for Dallas and Bedford students. The professional staff at the main campus will continue to teach the EIS seminars for students in Longview and Tyler. All MBA classes are taught in the evening Monday through Thursday or during the morning on Saturday.

The EIS seminar is taught using a manual (given to every student), a notebook computer, an LCD panel, and an overhead projector. The 100-plus page EIS manual contains information on resources available through the main campus library, a section on electronic literature searching, a description of the LeTourneau CD-ROM LAN, dial-access instructions, instructions on copying text from CD-ROM databases to disk using TELIX software, instructions on converting ascii files to text files using Wordperfect, search manuals for each database on the CD-ROM network, and the journal lists for all periodicals that are full-text and/or indexed in the databases. The manual also contains a section on interlibrary loan services and a section on library consortia that lists the member libraries (address, phone number, hours of operation) of the consortia of which LeTourneau is a member.

The bulk of the four-hour seminar is spent instructing the students in the use of the notebook to access the main campus CD-ROM network; e-mail for electronic reference and ILL requests; and the use of TELIX software to download files, transfer files, and connect to other online services such as library opacs. The seminar instructor uses a notebook computer that is exactly like the one that has been assigned to the student. Students are assigned their notebook computer w/ modem and printer when the class registered the week before the seminar. All students bring their notebook computers to the EIS seminar. Students in the EIS seminar are taught how to attach all the accessories to the computer and how to activate and utilize the computer software, modem and printer. As a result, each student leaves the seminar with the knowledge of how the computer operates, how to use the modem, the telecommunications software, and converting ascii files in WordPerfect.

The instructor uses an LCD panel and overhead projector to project the computer image onto a screen. Each student can follow along with the instructor as he/she conducts the seminar. All students cannot connect to the library CD-ROM network simultaneously because the network will not allow that many simultaneous users. This is the reason for the overhead projection of the instructor's computer screen. Students are given the opportunity to connect in groups of three after the online section of the seminar is completed. The online section of the EIS consists of logging onto the LeTourneau CD-ROM network using both passwords and showing the students how to search each database. The fundamentals of online search techniques are included in this section of the instruction. Students can follow along with the instructor in their manuals while they learn about basic file structures, Boolean logical operators, field searching, word proximity searching, truncation, and stop words. Students are taught how to utilize these techniques in searching bibliographic and full-text databases. The scope and coverage of each of the five databases on the CD-ROM network is included in the seminar. Students are taught how the databases are similar and different and how they do the same things in different ways.

In addition to using the notebook to access the CD-ROM databases at the main campus, the students are taught how to use the notebook computer to access the main campus academic computing network's e-mail system. The e-mail system is used by the students to request interlibrary loans. This systems also acts as a general communication link between the off-campus students and reference librarians at the main campus library. Students can
e-mail reference queries, request assistance with database searching, report problems and complaints, or other communication.

CONCLUSION

The use of the notebook computers to provide library services to remote MBA students has been a great success. The notebook computers have brought us closer our off-campus students, giving us the opportunity to serve them and to get acquainted with them. The problems associated with providing information services to students at a distance is a challenge in itself. Providing information services to students whose classes last only five weeks at a time is a challenge of a higher order. Every aspect of our library is impacted by this program. We have discovered that we must continue to develop the collections to provide monographic materials to these students because ILL is not fast enough for these students. We have been challenged to find ways to speed ILL especially for periodical literature through the use of FAX and electronic transfer of information. The library staff has made the effort to go the extra mile for these students who cannot physically visit the main campus library. The staff has worked hard to provide bibliographic and copy service to our off-campus students. The notebook computers give the students a way to access full-text data and print or save that data to a disk. The notebook computers are giving the students in the MBA program the capability to work in an online environment and to use the computer to seek and retrieve information. LeTourneau University will have Internet capability in this next school year and the MBA students will be prepared to take advantage of this new online tool. The problems and challenges are opportunities to learn and improve and libraries must grab these opportunities or cease to be useful.

Branch Campus Library Needs Assessment:
A Follow-up Study for Continued Program Planning

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INTRODUCTION

In the spring of 1991, Janice Bradley, then Head of the Extended Campus Library Services (ECLS) division of the Washington State University (WSU) System coordinated a needs assessment or program evaluation survey for each of the branch campus libraries in the WSU System (Bradley, Siegel, and Terry 1991). A panel presentation of the results was made at the Fifth Off-Campus Library Services Conference in the fall of 1991. Because of the low return rate of the original survey instrument, it was then recommended that a follow-up survey should be undertaken at a future date.

With the ensuing years, all three branch campus libraries experienced such rapid growth and developmental alteration, that a follow-up survey was deemed necessary quite aside from wanting to overcome the limitations of the original study. Midway of this four year interim between the two surveys, the status of the WSU branch campus libraries was further complicated by the dissolution of the administrative functions of ECLS, with a concomitant decentralization of administration for each of the libraries. Only the document delivery functions of ECLS remained. In addition, continued serious funding disparaties among the three libraries further called for program evaluation.

As noted above, profound developmental changes have occurred for each of the three WSU branch campus libraries. For example, the WSU Spokane Library has not only experienced significant growth, but has also merged with two other area institutional libraries to form the Cooperative Academic Library (CALS). In 1991, when the initial user survey was conducted on the WSU Spokane campus, the library there was in its infancy. The library had been an established entity with a full-time librarian for only a year, supporting an enrollment of about 130 students. Today, four years later, the merged library is virtually unrecognizable from its former status. The only 1991 features remaining are the ECLS document delivery service from the main WSU campus in Pullman, still heavily relied upon by local WSU students, and the fact that there is still only one full-time librarian, now serving three institutions and a student population of over 3,000.

CALS consists of the WSU Spokane Library, the Eastern Washington University (EWU), Spokane Center Library, and the Spokane Medical Library (SML). In its WSU function, CALS now supports an enrollment of 385 WSU graduate students enrolled in Spokane. The SML serves the information needs of the 900 physician members of the regional Spokane County Medical Society. Through CALS, WSU manages by contract all SML operations, including budget, personnel, collections and policy. EWU is a regional university with the main campus located in Cheney about eighteen miles away. Over 2,500 EWU students take classes in Spokane. Also by contract, WSU and EWU share the costs of running CALS at about a 40/60 split respectively.

The WSU Spokane Campus Librarian is the ostensible director of the facility, managing daily operations. The complexity of the organization centers around the relationship between WSU and EWU. Many of the major library support functions such as ILL, document delivery, accounting, collections, development, acquisitions, and electronic networking have not been assimilated into one cohesive set of functions and operations. Also, the level of support for CALS between the two universities is evidently dissimilar. For instance, EWU provides CALS a .4 FTE reference librarian and 1.2 FTE staff positions to support their 2,500 EWU students, while WSU provides one full time librarian and two FTE staff positions to support 385 students.

It was anticipated that such institutional complexity would negatively impact the attempt to make the current survey an exclusively WSU one. While the 1991 survey was limited just to WSU patrons and services, in 1995 some inadvertant inclusion of input relating to the EWU side of the operation was thought unavoidable, thus somewhat undermining the attempt to parallel as closely as possible the first survey. It was also thought that the results could be adversely influenced by the EWU presence, because patrons do not always see or understand the divergent nature of the services offered. For instance, an item requested from the main EWU library in Cheney may take up to two days longer (an average of six days) to be delivered to CALS than would an item from the WSU main campus in Pullman. Consequently, WSU students waiting on materials from EWU may not understand that the delay has nothing to do with WSU and may subsequently form a poor opinion of the WSU services rendered by CALS.

The WSU Tri-Cites Library has also undergone significant change since the 1991 survey. By the spring of 1991, the library, then in existence for several decades, had long outgrown its one-room quarters, sporting a collection of well over 20,000 volumes of monographs and retrospective periodicals, and over 5,000 microfiche. In January, 1992, the library moved from an extremely cramped 1,000 sq ft facility to a new 12,000 sq ft one. Service hours were also significantly increased.

Yet, there was no concomitant increase in staff. Nor was any provision made in the budget for an increase in staffing. The one full time campus librarian and one .5 FTE staff member opened the new facility with only additional part-time temporary employees, each one limited to a maximum of twenty hours a week. That there were in the area a number of unemployed librarians, some of whom were qualified to assist with professional services, provided a partial solution to the library's dilemma. Otherwise, the operation would have been impossible to maintain given the size of the facility and the number of service hours.

Since there had been no provision for increased staffing for the expanded facility, cutbacks in journal subscriptions and in the acquisition of monographs had to be made in order to make funds available to pay the number of temporary employees needed. During the second year in the new facility, a program of volunteers was established to compensate further for the lack of permanent full-time staff. Nevertheless, no matter how well managed temporary, part-time employees are for optimal performance, a staff made up primarily of them cannot function as effectively as a staff consisting of well-trained, competent full-time, long-term employees.

As might readily be expected, the reduction in on-site materials available and the heavy reliance upon temporary, part-time staff led to user frustrations about the decreasing availability of local materials and the inadequate quality of service sometimes available. It was anticipated that these frustrations would be evidenced in the survey.

Adding to the frustrations was a steady growth in the WSU Tri-Cities branch with the student body of upper division and graduate students growing from 743 or 308.6 FTE in the spring of 1991 to 1,232 or 611.56 FTE in the spring of 1995. Resident faculty grew correspondingly from seventeen in 1991 to forty in 1995. It is also important to note that WSU Tri-Cities relies heavily upon the use of adjunct faculty who are available due to the unusually high educational and technical levels of the surrounding populace. The pool of adjunct faculty had grown to 300 by the spring of 1995. One of the faculty members participating in the survey functions as both part-time resident faculty and part-time adjunct as program coordinator for his department. Consequently, the adjunct faculty were represented in the responses, though no concerted effort was made to include them, since the other two WSU branch campuses do not utilize adjuncts.

Budget increases due to campus growth only partially compensated for the already inadequate staffing and for the increased demands of the growing faculty and student body. Whenever an educational institution finds itself in a rapid growth mode, budgetary increases always, of necessity, must follow growth, leaving a constant state of inadequacy during the growth period.

Adding still further to user frustrations with the WSU Tri-Cities Library was the very attractiveness and spaciousness of the new quarters, which tended to raise user expectations of the library and its on-site availability of materials. The quarters tended to mask the nature and limitations of a branch campus library and its collections. It will be noted later that the current survey tended to reflect user misunderstanding of the concept of a branch campus library at all three of the sites covered.

During this time the WSU Vancouver Library likewise experienced profound developmental changes, having started with a reading room and contract services from the local Clark Community College in 1987. In December, 1990, a librarian was hired for the WSU Vancouver operation, housed temporarily on the Clark campus. The expectations of the first WSU Vancouver librarian were: to organize a library facility in space provided at the temporary site; to implement professional library practices and services; to build a collection; to develop faculty relations; to plan a new library building; to hire staff; and to meet the requirements of being a tenure-track faculty member. It was in this early developmental phase of the library that the 1991 survey was undertaken.

Since 1991, 1.75 FTE library technicians and one full-time assistant campus librarian have been hired. The branch campus has grown from an enrollemnt of 480 or 276 FTE in the spring of 1991 to 880 or 566 FTE in the spring of 1995. The faculty have increased from seventeen in 1991 to forty-five in 1992. There is a temporary, but pleasant and comfortable library space. The library's collection has 4,000 monographs, 350 journal subscriptions, and access to numerous databases. The responses to the 1995 Library Use Survey indicate a fair to high degree of satisfaction with current library services among WSU Vancouver students and faculty.

REVIEW OF THE LITERATURE

An on-line *Library Literature* search of needs assessment and closely related terminology for studies published since the WSU 1991 report revealed nothing in the journal literaure specifically on needs assessment surveys for branch campus libraries. By far, the largest category of articles found on needs assessment focused on user reactions to automated services. However, two recent articles were found, which very closely relate, although not specifically focusing on branch campuses. In the first, the user survey as a planning tool in academic libraries was explored (Schlicter and Pemberton 1992). Schlicter and Pemberton based their conclusions on an extensive review of the literature and made recommendations for strengthening survey instruments. The second, a later study, worked on a model for reviewing academic branch libraries which drew a parallel between branch libraries, which reside on the main campus, and branch campus libraries, which reside on the remote branch campus. The two types of branch libraries were found to have in common both their lack of large on-site research collections and their increasing reliance upon electronic access and document delivery services (Madison, Fry, and Gregory 1994, 346).

The literature which specifically relates to user needs assessments in branch campus library settings is found not in the journals but in the *Proceedings* of the Off-Campus Library Services Conference. Published with Bradley, Siegel, and Terry (1991) in the *Fifth Proceedings* were three other closely related studies: one by Jaggers, Tallman, and Waddell (1991) on a specific assessment survey; another by McLeod (1991) on assessing resource needs; and another by Witucke (1991) on using student surveys and reference analysis for measuring effectiveness of off-campus programs.

In the *Sixth Proceedings*, Lebowitz (1993) reported on a survey of faculty perceptions of off-campus student needs and Ruddy (1993) closely paralleled with a report on a survey of library perceptions by both off-campus faculty and students. In addition, Morrissett and Baker (1993) covered the enhancement of an off-campus library operation through assessment.

THE SURVEY

The purpose of this study is twofold: first, to make comparisons with the results of the original 1991 one, and second, to provide valuable direction for present and future planning. In order to achieve as valid a comparison as possible between the two needs assessments, this study attempted to replicate the methodology of the original survey as closely as possible. Virtually the same survey instrument was utilized, with measures taken only to update it and to revise questions to achieve clarity where ambiguities were detected from original responses. Both the original and the revised survey instruments are presented in the Appendix.

In addition, cooperation was sought with faculty on each campus to ensure a more representative return of survey responses than occurred in the original project, with survey questionnaires being distributed and returned during class time whenever possible. Questionnaires were distributed and collected on each of the three branch campuses toward the close of the spring 1995 semester, during the months of April and May.

RESULTS

One of the purposes for undertaking the follow-up study was, as stated earlier, to achieve a higher rate of return than was realized in the original 1991 survey. At CALS, 200 questionnaires were distributed to classes and individually to faculty. A total of seventy-four were returned for an overall response rate of 37%. Although the survey was specifically geared toward WSU patrons, because of the nature of some of the joint classes with EWU, twelve of the seventy-four responses turned out to be from EWU students. So few EWU responses can in no way be construed as being a good sampling of the EWU students served by CALS, since twelve responses represents less than one percent of the 2,500 EWU students enrolled in classes in Spokane. However, these responses were included in tabulating the results, except where specifically noted otherwise. There were fourteen WSU faculty responses which represents about 25% of the WSU faculty in Spokane. The forty-eight WSU student responses represent about 12% of the total enrollment.

Perhaps the most telling, if not unexpected, aspect derived from the survey results is the apparent lack of understanding of what CALS can provide and the reliance on resources outside of CALS. Perplexingly, this appears to be much truer of students than of faculty. The results of Question 5 indicate that 50% of the WSU student respondents either drive to Pullman, some ninety miles away, or use the EWU library in Cheney, eighteen miles away at least once during the semester, plus they use a wide variety of local area libraries, ten of which were cited in the results to Question 10. None of the ten libraries cited are research libraries and none of them have the same level of patron accessible electronic access to information resources that CALS does. WSU faculty, on the other hand, indicate they do not use the EWU Cheney library at all and less than 30% make the trip to Pullman or use other area libraries. It is perplexing, at first glance, because faculty consistently engage in research of greater complexity and broader scope than do the students; consequently, it is assumed that faculty have a greater need to access outside resources.

The answer to this seeming irony may be found in the level of research and library instruction provided the students. Since nearly all of the WSU students in Spokane are graduate students, there is no consistent curriculum integrated plan of library instruction delivered across the student population. The assumption by administration is that graduate students by their very nature understand the basics of research and library usage, regardless of their location. In an effort to disseminate instruction as far as possible and to convey the message that CALS is not a traditional research library, but an electronic access library based upon document delivery and service, CALS has emphasized a strong liaison with faculty. In effect, outside of individual instruction efforts in the library and a few faculty instigated group orientations, the main conduit of instruction for students is conveyed vicariously via faculty in the classroom. However, the results revealed in this survey indicate that this approach, although the only one open to CALS at this time, may not be very successful. The results of Question 13 show that ten of fourteen faculty access CALS services from outside of the library, while only eight of forty-eight WSU students do so, despite having remote access services available to them for three years.

If the results of this survey are an accurate representation of graduate student behavior, although WSU Spokane has made the commitment to move information access into the electronic age, it is clear that the students have not yet entered the electronic age themselves. Based upon the results of Questions 13 and 14, students are not taking advantage of the research opportunities available to them outside of the walls of the library. In fact, they may not even understand that they can do so or how to do so. An increased emphasis on student instruction effort is indicated. Of course, to attempt to increase the instructional effort with just one librarian serving a population of 3,000 students and over 100 faculty appears to be a bit difficult.

In sum, the results of the survey seem to indicate several possible problem areas that may need to be redressed at CALS. First, an apparent greater emphasis needs to be placed on instructional efforts. Second, the students on this campus are not yet into electronic access in any kind of meaningful way. Third, the apparent disparity in services between the two major institutions sharing the facility may have an impact on how patrons view those services as a whole. Yet, at the same time, the results also indicated a relatively high level of satisfaction with CALS and its services, certainly at a higher rate than was revealed in the 1991 study.

At WSU Tri-Cities, an estimated 350 questionnaires were distributed and 181 returned for a response rate of 51%. This contrasts favorably with the 39% in 1991. It had been mutually agreed upon among the WSU branch campus librarians that we would seek to recover responses from at least 10%, respectively, of our faculty and students. The number of respondents for the Tri-Cities represented 18% of the resident faculty and 13% of the student body.

It is not surprising that 57% of the WSU Tri-Cities largely non-traditional students work full-time outside the home while another 25% worked part-time. Their rate of library use to complete assignments or conduct research is all the more remarkable considering their work and class commitments. Of those responding to Question 3, 44% used the library one to five times, and a somewhat larger 46% used it six or more times. Their rate of use of other area libraries was similarly high with 43% using other libraries one to five times and 46% using them six or more times.

When asked in Question 5 for a breakdown of their library usage by type of library, including their own branch campus library, 39% of respondents indicated using it, 18% used other college or university libraries, and 30% used area public libraries. When area libraries were named in Question 6, 36% named the nearby Richland Public Library. No other individual area library recieved more than half this percentage of responses. Interestingly, there were an additional twenty libraries listed as having been visited by one or two reapondents each which were literally scattered all over the state and region. One has to assume that many of these which are often hundreds of miles away were visited in conjunction with some other travel rather than sought out as exclusive destinations.

Responses to Questions 7 and 9 indicate a possible need for increased library orientation and bibliographic instruction, with the percentages for use of such services as photocopying and use of resources just in the library more than twice those for use of research assistance, electronic access, and document delivery. A 15% use of research services in other libraries as opposed to a 6% use of the same services in their own library is similarly indicative.

Further indicative of the need for a more comprehensive library instruction program are the levels of satisfaction shown in Question 8. Each category of users seems to be rather evenly divided between strong approval and strong disapproval of the library overall. This contrasts markedly with the strong approval evidenced in Question 10 for experiences at other libraries. So, too, was the level of satisfaction with document delivery service consistently higher than it was for the overall experience of the library. Respondents may not realize the interactive nature of processing document delivery requests and the role the local library plays in its efficiency. Question 14 functioned as an extension of Question 8. Strong approval of the library came in the form of very positive praise for the competence and service orientation of the staff. Strong disapproval hinged around feelings of inadequacy about the library collections and service hours. Interestingly, the split among those praising the library and those condeming it was evident again in those 10% of the needs improvement group who suggested more knowledgable staff. Again, the indications are that strongly positive interactions of staff with patrons are critical to positive patron experiences in using the library.

It is noteworthy that the largest combination of responses to Question 12 indicated unique combinations of days, such as "Monday - Wednesday - Thursday" or "Thursday - Saturday - Sunday" with no more than one to four individuals per combination. These combinations were no doubt based upon each student's class schedule for that particular semester. The other larger responses were for a combination of afternoon and evening hours or for evening hours only and for Monday through Friday or Monday through Thursday. The latter was no doubt influenced by the fact that classes on the Tri-Cities campus are predominately Monday through Thursday only.

It is also noteable that 44% of those responding to Question 13 do have access to library online services. More than half of them access them from home. For them the library without walls is becoming a reality.

The 35% response rate at WSU Vancouver for the 1995 survey contrasts very favorably with the 15% of the 1991 study. The percentages of response for faculty and students greatly exceeded the agreed upon minimum of 10% with 26% of the undergraduate students and 29% of the faculty responding.

The students and faculty at WSU Vancouver seemed to use their own library more consistently than other libraries in the area with 64% of the undergraduates and faculty and 59% of the graduate students using the library six or more times a semester, while only 37% of students and 42% of faculty use others. High levels of usage for their own library were even more evinced in Question 5 with 94% of undergraduate students, 82% of graduates, and 86% of faculty using it. It is also interesting to note that the second choice for library service for students was area public libraries, but for faculty it was area academic libraries. No doubt it was student choices that influenced the top ranking of a large regional public library in Question 6.

Very high levels of overall satisfaction with the library were shown in responses to Question 8. Undergraduate and graduate levels were strongly weighted to levels 3, 4, and 5 or "ok to excellent" and faculty were predominately 4 and 5, "good to excellent." For all their satisfaction with their own

library, WSU Vancouver students and faculty proved to also be very active users of other area libraries as shown in the percentages of use categories in Question 9 as seen in Appendix E.

Levels of satisfaction with the other libraries as shown in Question 10 were likewise very high, closely paralleling satisfaction with their own library as shown in Question 8. However, graduate students ranked other libraries more than ten percentage points higher than their own, a curoius point for speculation. Levels of satisfaction with document delivery were also high, even among the undergraduates, small numbers of whom indicated dissatisfaction. Comments in Question 14 were rather evenly divided between "positive" and "needs improvement" responses.

CONCLUSIONS

As noted above, one concern in undertaking the follow-up survey was that of funding disparaties in level of library support among the three branch campus libraries. Levels of support per student were calculated for each campus for the July to June 1994-95 fiscal year as follows: WSU Spokane, $404; WSU Tri-Cities, $154; and WSU Vancouver, $364. With the disparaties so obvious, the question was raised whether parallels between levels of support and levels of user satisfaction were evidenced by the survey.

If this were the case, one would expect levels of user satisfaction to be substantially lower for WSU Tri-Cities than for either WSU Spokane or WSU Vancouver. Percentage levels of satisfaction for WSU Vancouver were markedly higher than those for WSU Tri-Cities, but those for WSU Spokane, currently with the highest level of financial support were not. However, the consistent praise of staff from one branch campus library to another and the consistent unhappiness with the lack of on-site materials as shown in the survey results for each library, tend to support the perception that positive experiences with library staff in the process of using library resources are of great importance in establishing and enhancing user satisfaction.

Although the WSU segment of CALS has a high per capita level of support, CALS is no better staffed than the WSU Tri-Cities library and serves a staggeringly larger over-all population than does the Tri-Cities campus library. The evidence seems to point more toward adequate staffing levels than just simply level of support per capita.

The need for enhanced bibliographic instruction programs for WSU Spokane and WSU Tri-Cities was another closely related recurring theme throughout this study. Effective bibliographic instruction is based upon adequate staffing. It is hoped that improved staffing for the two branch campus libraries will afford the opportunity to follow through in meeting this need.

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APPENDIX A

1991 SURVEY QUESTIONNAIRE

EXTENDED CAMPUS LIBRARY SERVICE

NEEDS ASSESSMENT

1. Campus at which you are completing this questionnaire (check one):

___ Spokane
___ Tri-Cities
___ Vancouver

2. Status (check one)

___ Faculty
___ Student

3. Employment Status (check one):

___ Work full-time outside the home
___ Work part-time outside the home
___ Don't work outside the home

4. Number of times you use the WSU extended campus library during a semester, to complete class assignments or conduct research (on average)

___ O
___ 1-5
___ 6-10
___ 11-15
___ 16 or more
___ Not applicable (WSU Vancouver respondents may find this the most reasonable response)

5. Number of times you use the area (academic and/ or public) libraries, other than your extended campus library, during a semester, to complete class assignments, or conduct reseach (on average):

___ 0
___ 1-5
___ 6-10
___ 11-15
___ 16 or more

6. Please check all appropriate statements below, as they pertain to completing class assignments or conducting research:

___ There are no WSU extended campus libray to use (WSU Vancouver only campus where this is true)
___ I use the WSU extended campus library
___ I use other are academic libraries
___ I use other area public libraries
___ I go to Pullman to use WSU libraries
___ I was not aware there was a library on campus
___ My understanding or perception was that the libratyu did not have the materials I needed
___ I completed assignments without using library resources

7. If area libraries (academic and/or public) were used to complete assignments , please list them

8. If you used the WSU extended campus library which services did you use? (ckeck as many as appropriate):

___ Reference assistance
___ Online searches
___ VCD-ROM searches
___ Interlibrary Loan
___ Cougalog
___ Document delivery from Pullman
___ Used books, journals and other resources just in the library
___ Made photocopies
___ Lasercat
___ Just to study, didn't use any library resources
___ Other (Please list)

9. What is your overall evaluation of the level of satisfaction from your WSU extended campus library experiences :

1 Poor	2	3	4	5 Excellent

Other Comments:

10. If you used area libraries (cademic and/ or public) which services did you use, to complete class assignments or conduct research? (check as many as possible)

___ Reference assistance
___ Online searches
___ CD-ROM searches
___ Interlibrary Loan
___ Used books, journal, and other resources just in the library
___ Lasercat
___ Just to study, didn't use any library resources
___ Other (Please list)

11. What was your overall evaluation of the level of satisfaction from you library experiences at local libraries

____
1 2 3 4 5
Poor Excellent

12. I would generally rate document delivery service between WSU Pullman and your extended l campus library as:

___ Better than the service I could get from an established, full-service library
___ Comparable to the service I could bet from an establishe, full-service library
___ Turnaround time is longer, but the support services available at the extended campus library make the overall service acceptable
___ Unaccetable turnaround time and level of service available at he extended campus library
___ Want to reserve judgemnt until I've had the chance to evaluate the service now that a

13. Indicate which hours you would be most likely to use the extended campus library, by placing

a "1" in your top priority , "2" in next priority, etc. please propritize only those hours you are likely to use.

Day	8-10	10-12	12-2	2-4	4-6	6-8	8-10
M							
T							
W							
Th							
F							
S							
SU							

14. Do you have a microcomputer at home/poffice which is capable of accessing the WSU libraries online catalog (Cougalog)?

___ Yes
___ No
___ Don't know

15: If the answer to #14 was yes , have you searched Cougalog in the last six months?

___ Yes
___ No
___ I tried, but could not get into Cougalog
___ I tried, but did not know how to use Cougalog to find what I needed

16. Do you have access to CMS or PROFS on the WSU mainframe?

___ Yes
___ No
___ Do not know

17. If your answer to #16 was yes, do you regularly use CMS or PROFS?
___ Yes
___ No

18. Please share your comments regarding the existing extendd campus libray programs, hours and stfing as well as suggesting other services you would like to see avilable at your extended campus library

APPENDIX B

1995 SURVEY QUESTIONNAIRE

WASHINGTON STATE UNIVERSITY AT __________ LIBRARY

LIBRARY USE SURVEY

1. Status (check one):

______ WSU Faculty
______ WSU Student
______ WSU Staff
______ General Public

2. Employment Status (check one):

______ Work full-time outside the home
______ Work part-time outside the home
______ Employed by an outside agency to work in my home
______ Operate my own business in my home
______ Don't work outside the home

3. Average number of times during a semester you use the WSU _________ Library to complete class assignments or conduct research (check one):

______ 0
______ 1-5
______ 6-10
______ 11-15
______ 16 or more

4. Average number of times during a semester you use other area public, college, or university libraries, besides your own branch campus library, to complete class assignments or conduct research (check one):

______ 0
______ 1-5
______ 6-10
______ 11-15
______ 16 or more

5. Please check all appropriate statements below, as they pertain to completing class assignments or conducting research:

______ I use the WSU ________ Library
______ I use other area college/university libraries
______ I use area public libraries
______ I go to Pullman to use WSU Pullman Libraries
______ I was not aware there was a library on my branch campus
______ My understanding or perception was that my branch campus library could not provide the materials I needed
______ I completed all assignments without using library resources

6. If area public, college, or university libraries were used to complete assignments, please list them:

____
____
____
____

7. If you used your WSU __________ Library, which services did you use? (Check as many as appropriate):

______ Research assistance
______ Cougalog
______ Computerized searches other than Cougalog
______ Books, journals, and other resources just in the library
______ Reserves
______ WHETS tapes
______ Document delivery from other WSU Libraries
______ Interlibrary loan
______ Made photocopies
______ Just to study, didn't use library resources
______ Other (Please list below)

____
____
____

8. What is your overall level of satisfaction with your WSU ________ Library?
(Circle the number of your choice):

1	2	3	4	5
Poor				Excellent

Other Comments:____
____
____

9. If you used area public, college, or university libraries, which services did you use to complete class assignments or conduct research? (check as many as are appropriate):

______ Research assistance
______ Computerized catalog
______ Computerized searches other than catalog
______ Books, journals, and other resources just in the library
______ Interlibrary loan
______ Made photocopies
______ Just to study, did not use library resources
______ Other (please list below)

____
____
____

10. What is your overall level of satisfaction with your experiences at local libraries?
(Circle the number of your choice):

1 2 3 4 5
Poor Excellent

11. I would generally rate document delivery service from other WSU libraries to our WSU ________ Library as (circle the number of your choice):

1 2 3 4 5
Poor Excellent

12. What hours and what days of the week are you most likely to use the library?
(circle the days and write in the hours):

Days	**Hours**
Sunday	________
Monday	________
Tuesday	________
Wednesday	________
Thursday	________
Friday	________
Saturday	________

13. Do you access WSU _______ online library services from outside the library?
(check as many as are appropriate):

______ Yes
______ No
______ Home

_____ Office
_____ Computer lab

14. Please share your comments regarding existing WSU _______ Library programs, hours, and staffing as well as suggesting other services you would like to see available at your campus library.

____
____
____
____
____
____
____
____

If you are not completing this questionnaire in class, please return it to the Library by April 28, 1995.

APPENDIX C

WSU SPOKANE RESPONSES

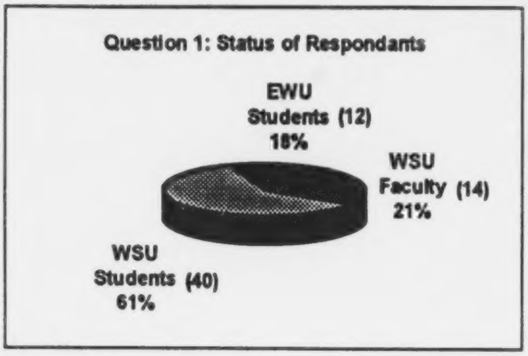
RESULTS

Return rate = 37% of 200 questionnaires distributed.

There were 14 WSU Faculty responses, with a constantly varying number of faculty on site of around 55 this represents about 25% of faculty.

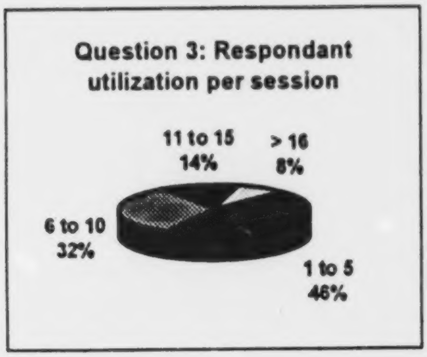
There were 48 WSU student responses, with a student enrollment of 385, this represents about 12% of the WSU student population

Although the survey was specifically geared toware WSU patrons because of the nature of some of the joint-use classes with Eastern Washington University we also recieved 12 responses from EWU students; it should be kept in mind that this is NOT a representative sampling of the EWU enrollment in Spokane which is approximately 2,500 students

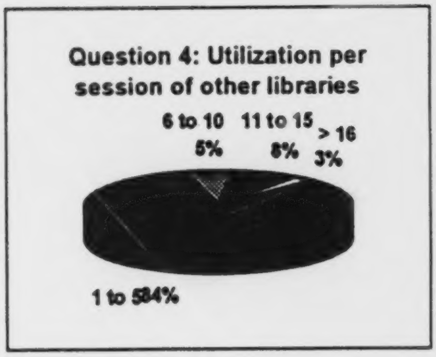


Question 2: Employment Status of Respondants
_ All 14 WSU faculty responded as working Full-time outside of home.
_ 7 of the EWU respondants work part-time outside of home, & 3 do not work
_ 4 of the WSU student respondants work full-time outside of home, 28 work part-time outside of the home and 8 do not work

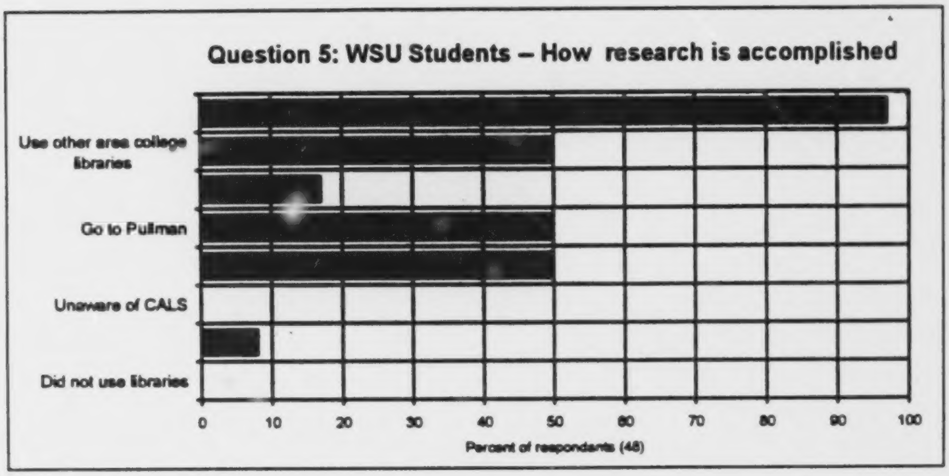
	1-5	6-10	11-15	> 16
WSU Faculty	6	4	2	2
WSU Students	20	20	4	4
EWU Students	8	0	4	0
Totals	34	24	10	6



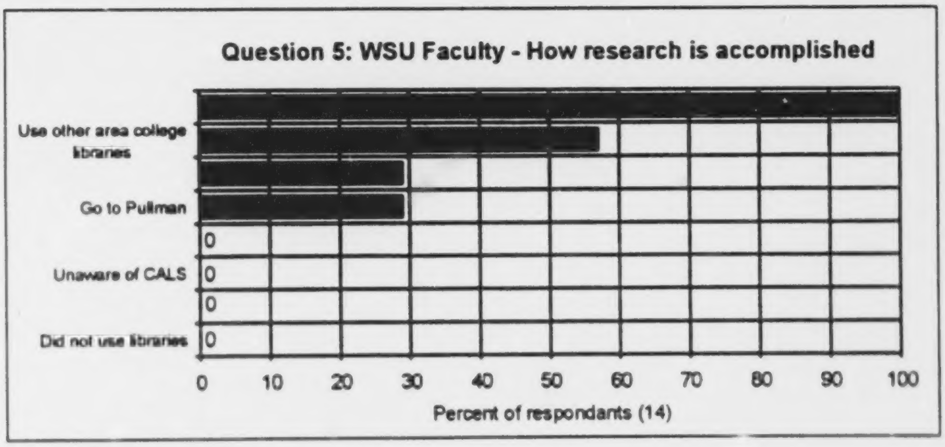
Question 3: Respondant utilization per session



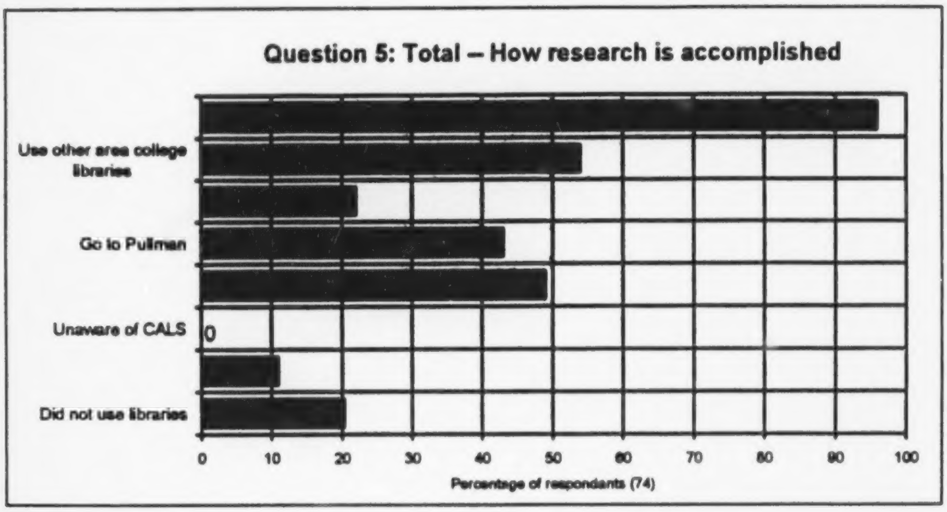
Question 4: Utilization per session of other libraries



Question 5: WSU Students – How research is accomplished



Question 5: WSU Faculty - How research is accomplished

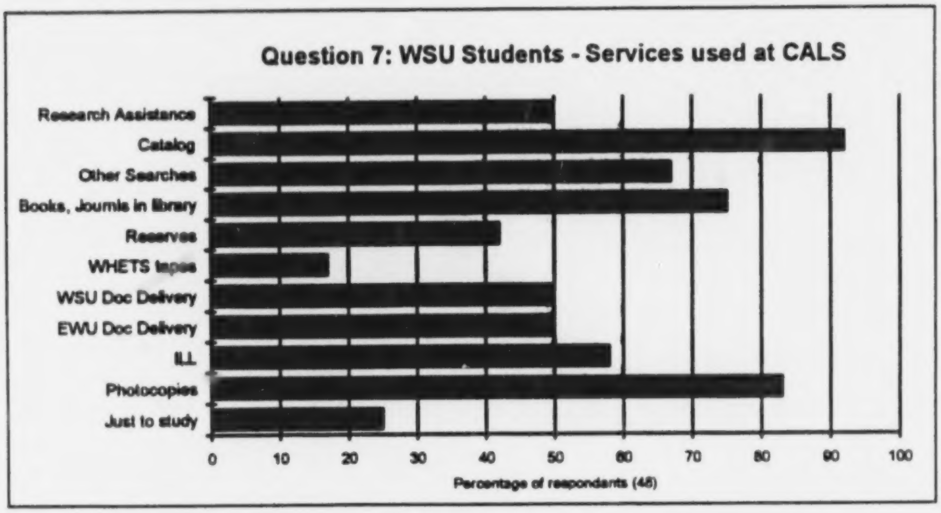


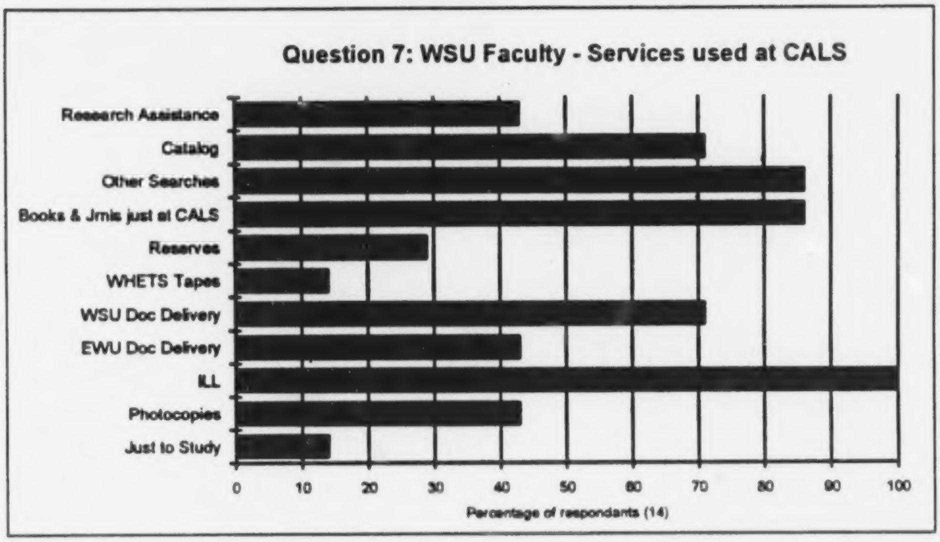
(see question 10)

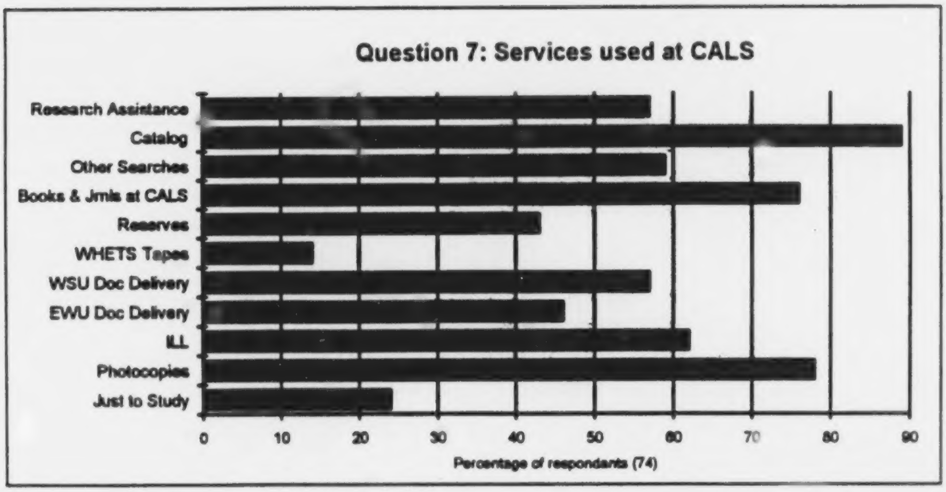
Question 6: Other area Libraries used by respondants

Gonzaga University (24); private non-research university with enrollment of 4500; 1 mile distant
WSU main campus (15); 75 miles distant
EWU main campus (13); 18 miles distant
Spokane Public Library (8); 1 block distant
Spokane Community College (8); 4 miles distant
North Idaho College (3); community college in Couer d'Alene, Idaho; 30 miles distant
ICNE (3); Intercollegiate Nursing School, 5 miles distant
Deaconess Hospital (2); quarter mile distant
Sacred Heart Hospital (2); one mile distant
Spokane Falls Community College (2); 5 miles distant
Veteran's Hospital (1); 7 miles distant
Spokane County Library System (1); 10 to 20 miles distant
(see question 10)

Question 7: Services used at CALS


Question 7: WSU Students - Services used at CALS
Research Assistance
Catalog
Other Searches
Books, Journls in library
Reserves
WHETS tapes
WSU Doc Delivery
EWU Doc Delivery
ILL
Photocopies
Just to study
0
10
20
30
40
50
60
70
80
90
100
Percentage of respondants (48)


Question 7: WSU Faculty - Services used at CALS
Research Assistance
Catalog
Other Searches
Books & Jrnls just at CALS
Reserves
WHETS Tapes
WSU Doc Delivery
EWU Doc Delivery
ILL
Photocopies
Just to Study
0
10
20
30
40
50
60
70
80
90
100
Percentage of respondants (14)



Rather surprising that ILL is used at a much higher rate than document delivery according to survey results, however in actual statistical domumentation ILL activity is only about ¼ of what document delivery activity is.

Question 8: Satisfaction level with CALS

WSU Faculty (14)

Respondants	0	2	1	7	4
Scale	1	2	3	4	5
	Poor				Excellent

WSU Students (48)

Respondants	4	8	16	12	8
Scale	1	2	3	4	5
	Poor				Excellent

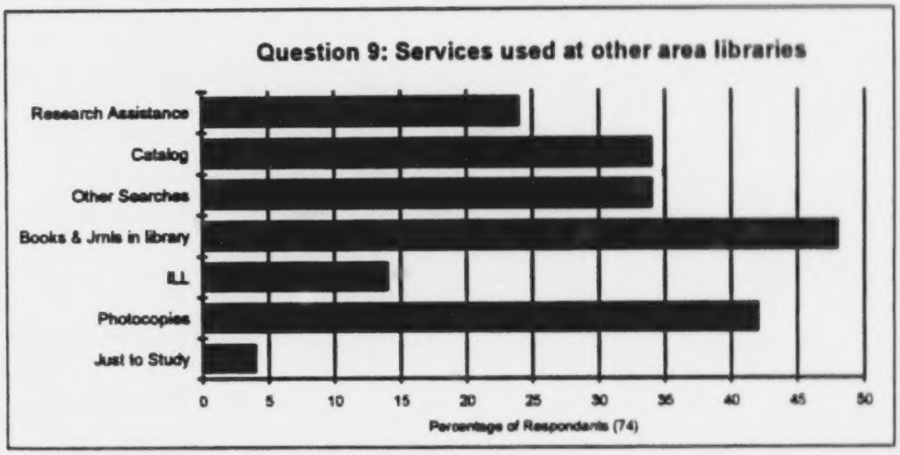
EWU Students (12)

Respondants	1	4	1	5	1
Scale	1	2	3	4	5
	Poor				Excellent

TOTAL (74)

Respondants	7	12	5	25	10
Scale	1	2	3	4	5
	Poor				Excellent

About what was expected. The WSU side of CALS is apparently doing quite well, while there continue to be significant problems with the EWU side. However, this is not always evident to the patrons since most users deal with WSU staffing. At the same time this can reflect badly on WSU as it may be WSU staff involved but the process may be an EWU one.


Question 9: Services used at other area libraries

Question 10: Level of satisfaction with other local library services.
(66 responses)

Respondants	0	9	7	42	8
Scale	1 Poor	2	3	4	5 Excellent

There are a lot of alternative libraries in the Spokane area to turn to, although it is somewhat surprising how much the WSU graduate students use these as none are research oriented and none have the electronic resources that CALS has.

Question 11a: Rating of document delivery from WSU libraries.

Respondants	0	6	12	20	24
Scale	1 Poor	2	3	4	5 Excellent

Question 11b: Rating of document delivery from EWU library (Cheney).

Respondants	4	4	14	22	14
Scale	1 Poor	2	3	4	5 Excellent

A little surprising that document delivery was rated so well. Turn-around time is the most common complaint and as utilization has doubled over the last three years while budget has shrunk by 15% and staff has shrunk by 15%, turn-around time has gotton slower. These questions were split because document delivery time from Cheney 18 miles away takes about a day longer than does document delivery from Pullman 90 miles away and the processing is handled quite differently, however it appears that patrons are not totally aware of this situation.

Question 12: Hours likely to use Library.

Only those hours respondants gave as being outside of the CALS normal operating hours are graphed below. CALS normal in-session operating hours are: Monday - Thursday 9:00 am to 9:00 pm; Friday 9:00 am to 5:00 pm; Saturday 11:00 am to 4:00 pm. It should be noted that according to usage statistics that Saturdays are only half as busy as are weekdays; that the weekday open hour from 9:00 am to 10:00 pm is the least busy weekday hour; that the weekday open hour from 8:00 pm to 9:00 pm is the next least busy weekday hour (by about half); that Friday afternoons, after 2:00 pm are the least busy period of time of all.

Day of Week	Number of responses	Percentage of total (74)
Sunday	13	18%
Saturday before 11:00 am	10	14%
Saturday after 4:00 pm	16	22%
Weekday mornings before 9:00 am	17	23%
Weekday evenings after 9:00 pm	3	4%
Friday evening after 5:00 pm	0	0

Nothing notable discovered here. Current utilization statistics indicate no reason to expand hours and lack of staff precludes this in any case. In fact it might be appropriate to cut back week day closing hours to 8:00 pm and Friday hours back to 2:00 pm.

Question 13: CALS on-line services accessed from outside the Library.

	WSU Faculty (14)	WSU Students (48)	EWU Students (12)	Total (74)
NO	4	40	8	52
From Home	2	4	4	10
From Lab	2	4	0	6
From Office	10	0	0	10

Results are very surprising since CALS has had remote access of services (Internet; catalog; Firstsearch) for 3 years and has emphasised this type of accessibility in all instructional sessions during that time. The only group that is apparently accessing remotely on a consistent basis is the faculty.

Question 14: Comments.

The comments written by respondants can be grouped into 12 basic categories, and they are:

	Description	Quantity
1.	CALS staff is doing a great job (12 of the responses here are specific to WSU staff only)	16
2.	Collections size (number of journal subscriptions) insufficient to needs	14
3.	Precieved difference between WSU and EWU services (6 of the 12 EWU respondants noted this discrepancy)	6
4.	More open hours needed	6
5.	Document delivery turn-around time too slow	5
6.	Need to advertise CALS existence	4
7.	Fees too high (one complaint was that 5¢ per photocopy was too much)	4
8.	Don't know how to use electronic resources	3
9.	No parking	3
10.	EWU staffing bad	2
11.	EWU ILL turn-around time too slow	2
12.	Process of requesting materials takes too much time	2

It is not usual to recieve compliments in this type of forum so it is pleasently surprising to get 16 such. The comments about the collections size and lack of understanding of how CALS operates may be indicative of a greater need for instruction, although it should be noted that CALS deals almost exclusively with graduate students, as such there is not a comprehensive instruction program in place. Instruction is done at the whim of the faculty or individually, although it should be assumed that graduate students theoretically have a greater understanding of the research process. The comments about poor EWU service are not unexpected due to the lack of emphasis EWU places on CALS services and dismissal of a competent experience staff person, subsequently replaced by a series of less than competent people.

APPENDIX D

WSU TRI-CITIES RESPONSES

Question 1.

The WSU Tri-Cities library had a response rate of 7 WSU faculty, 97 WSU undergraduate student., 73 WSU graduate student, 3 WSU staff, and 1 general public.

Question 2. Employment Status

57%	worked full-time outside the home
25%	worked part-time outside the home
12%	did not work outside the home
4%	operated their own businesses outside their homes
2%	left this section blank

Question 3. Number of times they used library during semester to complete assignments or conduct research.

84%	used the library 6 or more times
44%	used the library 1-5 times
25%	used the library 6-10 times
15%	used the library 16 or more times
9%	used the library 0 times
6%	used the library 11-15 times
1%	left this section blank

Question 4. Number of times they used another library during semester to complete assignments or conduct research

39%	used another library 6 or more times
43%	used another library 1-5 times
21%	used another library 6-10 times
17%	never used another library
12%	used another library 16 or more times
5%	used another library 11-15 times
2%	left this section blank

Question 5. Using libraries to complete assignments or conduct research

39%	used WSU Tri-Cities library
18%	used other college/universirty libraries
30%	used public libraries
3%	visited Pullman to use WSU Pullman services
5%	understood that their branch campus library could not provide the materials they needed
5%	completed all the assignments without using the library resources

Question 6. Other area public, college, or university libraries used by undergraduate, graduate, faculty, and public are listed in order (high to low usage.) Numerous other libraries were used occasionally.

36% Richland Public Library
18% Mid Columbia Library
16% PNL
14% Columbia Basin College Library

Question 7. Services used at WSU Tri-Cities Library

18% made photocopies
17% used books, journasls, and other resources just in the library
14% used Cougalog
10% used the library to study, didn't use library resources
9% used computerized searches other than Cougalog
7% used WHETS tapes
7% used document delivery from other WSU libraries
6% used rsearch assistance
6% used reserves
5% used interlibrary loans
1% used library to watch videos, obtain sample tests, leisure, newspapers,

Question 8. Level satisfaction with WSU Tri-Cities library

50% of the faculty felt level of satisfaction with WSU Tri-Cities lIbrary was okay (3) to excellent (5)

Faculty

11%	22%	17%	22%	11%
1	2	3	4	5
Poor				Excellent

49% of the graduates felt level of satisfaction with WSU Tri-Cities library was ok (3) to excellent (5)

Graduates

9%	17%	25%	16%	8%
1	2	3	4	5
Poor				Excellent

Undergraduates

58% of the undergraduates felt level of satisfaction with WSU Tri-Cities library was ok (3) to excellent (5)

4%	15%	23%	30%	5%
1 Poor	2	3	4	5 Excellent

Question 9. Services used at other libraries

26% used books, journals,and other resources just in the library
17% used computyerized catalogs
15% used research assistance
12% used computerized searches other than the catalog

Question 10. Satisfaction with experiences at other libraries

83% of the faculty felt their level of satisfaction with other libraries was ok (3) to excellent (5)

Faculty

0%	1%	16%	33%	33%
1 Poor	2	3	4	5 Excellent

82% of the graduates felt their level of satisfaction with other libraries was ok (3) to excellent (5)

Graduates

3%	6%	8%	36%	38%
1 Poor	2	3	4	5 Excellent

85% of undergraduates felt their level of satisfaction w/ other libraries was ok (3) to excellent (5)

Undergraduates

0%	3%	12%	49%	24%
1 Poor	2	3	4	5 Excellent

Question 11. Level of satisfaction with document delivery services from the main WSU campus in Tri-Cities.

80% of the faculty felt their level of satisfaction for document delivery services were ok (3) to excellent (5)

Faculty

0%	10%	10%	35%	35%
1	2	3	4	5
Poor				Excellent

81% of graduates felt their level of satisfaction for document delivery services was ok (3) to excellent (5)

Graduates

1%	2%	17%	32%	32%
1	2	3	4	5
Poor				Excellent

Undergraduates

82% of undergraduates felt their level of satisfaction with document delivery was ok 930to excellent (5).

0%	5%	13%	%	2%
1	2	3	4	5
Poor				Excellent

Question 12. People asked for:

Unique variable days-	85 responses
Afternoon & Eve. hrs.-	45 responses
Evening hours only-	36 responses
Monday through Friday -	26 responses
Mon. through Thursday-	23 responses
Mon. through Sat. only-	14 responses
Seven days a week-	11 responses
Afternoon hours only-	10 responses
Weekends only-	8 responses

Question 13. Access WSU Tri-Cities online library services from outside the library:

44% do have access
56% do not have access

Of those with access:

53% access from home
25% access from office
22% access from computer lab

Question 14. Comments

17 POSITIVE responses

95% praised staff
5% praised hours

48 NEEDS IMPROVEMENT responses

26% suggested more books
18% suggested more journals
10% suggested more reference materials
10% suggested a more knowledgeable library staff
10% suggested extended weekend hours
10% noted the staff was often frustrated by limitations
5% suggested timely delivery
5% suggested more historical records
4% suggested online ordering capability
2% suggested more resources to support graduate students
2% thought the library was too noisy
2% suggested a more quiet study area
2% suggested more WHETS monitors
2% suggested a children's area
2% suggested better service

APPENDIX E

WSU VANCOUVER SURVEY RESPONSES

Question 1.

The WSU Vancouver Library had a 35% response rate on the 1995 survey of faculty, undergraduate students, graduate students, and staff. 230 (26%) of the 884 undergraduate students responded and 29 (64%) of the 45 faculty members responded. Not all the questions will be pertinent to a national audience and are not discussed in this presentation.

Question 2. Employment Status

72% of the 230 undergraduate students responding were employed
48% of the 63 graduate students responding were employed

Question 3. Number of times they used the library during the semester

64% of the undergraduate students used the library 6 or more times
- 2% used the library 0 times
- 34% used the library 1-5 times
- 24% used the library 6-10 times
- 14% used the library 11-15 times
- 26% used the library 16 or more times

59% of the graduate students used the library 6 or more times
- 12% used the library 0 times
- 29% used the library 1-5 times
- 25% used the liibrary 6-10 times
- 10% used the library 11-15 times
- 24% used the library 16 or more times

64% of the faculty used the library 6 or more times
- 11% used the library 0 times
- 25% used the library 1-5 times
- 25% used the library 6 to 10 times
- 10% used the library 11-15 times
- 29% used the library 16 or more times

Question 4. Number of times they used another library during the semester

37% of the undergraduate students used another library 6 or more times
54% used another library 1-5 times
9% never used another library
37% of the graduate students used another library 6 or more times
52% used another library 1-5 times
11% never used another library
42% of the faculty used another library 6 or more times
44% used another library 1-5 times
14% never used another library

Question 5. Using libraries to complete class assignments or connducting research

Undergraduate Students
- 94% used the WSU Vancouver library
- 64% used other area college/ university libraries
- 75% used area public libraries
- 7% thought their branch library could not provide the materials they needed

Graduate students
- 82% used the WSU Vancouver library
- 54% used other area college/ university libraries
- 68% used area public libraries
- 5% used WSU Pullman libraries
- 6% thought their branch library could not provide the materials they needed

Faculty
- 86% use the WSU Vancouver library
- 65% use other area college/ university libraries
- 41% use area public libraries
- 24% use WSU Pullman libraries
- 3% thought their branch library could not provide the materials they needed

Question 6. Other area public, colege, or university libraries used by undergraduate, graduate, and faculty are listed in order (high to low usage). Numerous other libraries were used occasionally. Usage of local libraries is encouraged by members of the local Portland Area Library system.

Fort Vancouver Regional Library
Clark College Library
Portland State University Library
Longview Public Library
Lower Columbia College Library
Oregon Health Sciences University Library
Universityof Portland Library
Multnomah County Library

Question 7. Services used by students and faculty at the WSU Vancouver Library

Undergraduates
63% used research assistance
70% used Cougalog
60% used computerized searches other than Cougalog
67% used books, journals, and other resources just in thelibrary
52% used reserves
29% used WHETS tapes

Question 8. Overall satisfaction level

89% of the undergraduates responding to the survey felt their level of satisfaction with the library was ok (3) to excellent (5).

Undergraduates

3%	8%	32%	38%	19%
1 Poor	2	3	4	5 Excellent

85% of the graduate students responding to this question felt their level of satisfaction with the library was ok (3) to excellent (5).

Graduates

4%	11%	40%	30%	15%
1 Poor	2	3	4	5 Excellent

92% of faculty responding to this question felt their level of satisfaction with the library was ok (3) to excellent (5)

Faculty

4%	4%	7%	50%	35%
1 Poor	2	3	4	5 Excellent

Question 9. Services used at other libraries

Undergraduates

- 55% used research assistance
- 67% used omputerized catalogs
- 38% used computerized searches other than the catalog
- 85% used books, journals, and other resources just in the library
- 56% made photocopies
- 16% just to study

Graduates

- 39% used research assistance
- 48% used computerized catalogs
- 32% used computerized searches other than Cougalog
- 62% used books, journals, and other resources just in the library
- 16% used interlibrary loan
- 48% made photocopies
- 11% just studied

Faculty

- 34% used research assistance
- 41% used computerized catalogs
- 3% used computerized searches other than the catalogs
- 66% used books, journals, and other resources just in the library
- 21% used interlibrary loan
- 41% made photocopies
- 3% just studied

Question 10. Overall level satisfaction with other libraries

92% of undergraduates responding to the survey felt their level of satisfaction with services from local libraries was ok (30 to excellent (5).

Undergraduates

2%	6%	25%	52%	15%
1	2	3	4	5
Poor				Excellent

98% of graduates responding to this question felt their level of satisfaction with services from other local libraries was okay (3) to excellent (5).

Graduates

2%	0%	25%	45%	28%
1	2	3	4	5
Poor				Excellent

90% of the faculty responding to this question thought their level of satisfaction with services from other local libraries was ok (3) to excellent (5).

Faculty

0%	10%	35%	35%	20%
1	2	3	4	5
Poor				Excellent

Question 11. Level of satisfaction with document delivery services from main WSU campus in Pullman

89% of undergraduate students responding to this question (18% of tthe undergraduate students, 41 of 230 did not answer this question) felt their level of satisfaction with document delivery from WSU in Pullman was okay (3) to excellent (5)

Undergraduates

3%	8%	24%	42%	23%
1	2	3	4	5
Poor				Excellent

98% of the graduate students responding to this question (25% of the graduate students, 16 of 63, did not answer this question) felt their level of satisfaction with document delivery from WSU in Pullman was okay (3) to excellent (5)

Graduates

0%	2%	38%	36%	24%
1 Poor	2	3	4	5 Excellent

100% of the faculty responding to this question (17% of the faculty, 5 of 29, did not answer this question) felt their level of satisfation with document delivery from WSU in Pullman was ok (3) to excellent (5).

Faculty

0%	0%	21%	54%	25%
1 Poor	2	3	4	5 Excellent

Question 12. People wanted:

- Saturday hours
- Longer Sunday hours
- Later hours during the week

Question 13. Access WSU Vancouver online library services from outside the library:

Undergraduates

85% do not have access
15% do have access
  Of those with access:
  78% access from home
  6% access from office
  16% access from computer lab

Graduates

71% do not have access
17% do have access
11% did not answer
  Of those with access:
  64% access from home
  18% access from computer lab

Faculty

48% do not have access
41% do have access
    Of those with access:
    33% access from home
    91% access from home

Question 14. Comments

Undergraduates

106 POSITIVE responses
    84% praised the services provided by the library staff
    15% praised the collection
    3% praised the hours
    8% praised the document delivery service
    5% praised the organization of the facilities

115 NEEDS IMPROVEMENT responses
    11% suggested faster document delivery services
    5% suggested better behavior from the library staff
    25% thought the library was too noisy
    14% suggested longer/ more hours
    57% suggested library should have more books, journals, space, computers

Graduates

19 POSITIVE responses
    100% praised the liibrray staff
    16% praised tthe interlibrary loan/ document delivery service
    16% praised the computerized data bases available
    5% praised the new material at the library
    5% praised the quiet study space

23 NEEDS IMPROVEMENT responses
    26% suggested better typewriters
    13% thought the library was too noisy
    39% suggested more books and journals
    26% suggested longer hours
    9% thought the librray staff shold behave better
    9% suggested more photocopy machines
    4% wanted longer loans from Pullman on kids books
    4% wanted to be called at home about document delivery
    4% suggested no food in library

Information Support to Distance Postgraduate Business Students at the Graduate School of Business Leadership, University of South Africa

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INTRODUCTION

Distance education is emerging as an important medium in acquiring postgraduate business qualifications, such as the MBA or other similar postgraduate management degrees. Gray and Pike (1988) claim that distance teaching produces thousands of MBAs each year, dwarfing the numbers coming from conventional full-time and part-time courses. The flexibility which distance teaching affords students employed full-time, together with reduced travel requirements are among the reasons why business students are enrolling for distance education courses.

However, Fraser (1993, 31) refers to "distance teaching's paradox of opportunity", implying that students who are supposed to benefit by the introduction of distance teaching opportunities, actually benefit very little. Low pass rates, and student dropouts, are serious problems experienced by distance teaching institutions.

Traditional distance teaching structures and models in terms of:

- o workload;
- o length of the course;
- o number of assignments to be submitted;
- o nature of the examination;
- o length of the academic year;
- o supply system with regard to study material;
- o postal system: and
- o the students personal approach to learning, (i.e. vocational, academic, social orientation)

give rise to what Fraser (1993) terms "a surface approach" to learning.

Characteristics of this "surface approach" include:

- o the students' inability to distinguish between relevant and irrelevant learning material;
- o study materials that are prescriptive, reflecting the lecturers' perspective without adequate comparative and analytical content; and

- the students' lack of skills in applying theory to practice.

Deficiencies relating to the development of academic skills for independent learning are particularly significant for postgraduate students. These deficiencies are particularly apparent in distance teaching as it lacks the remedial possibilities of face-to-face tuition. Distance libraries are also inadequate, as they largely conform to residential campus models.

This paper proposes a new model with regard to information support to South African distance postgraduate business students, compatible with information needs and trends in information technology.

BACKGROUND

The University of South Africa (Unisa) dominates the local distance learning/teaching tertiary education scene in Africa. Its Graduate School of Business Leadership (referred to as the SBL) is South Africa's largest business school.

The SBL offers two postgraduate courses, namely the Master of Business Leadership and the Doctor of Business Leadership.

- The Master of Business Leadership (MBL), is a four-year, part-time degree course and is the equivalent of the American and British MBA degrees. The study programme covers both the theory and the practice of management with emphasis on business leadership. Performance is assessed by means of regular group and individual assignments, examinations and a research report in the final year. Students attend two compulsory study schools at the SBL each year, each lasting one week. The study schools take the form of conventional lectures and discussions between students and lecturers. Subject librarians conduct library orientation programmes during the study schools which give the students the opportunity to discuss their information needs. The MBL students who live in the same geographical area form study groups consisting of six to seven students from the same course year. A group leader is elected who serves as a spokesperson for the rest of the group. The study groups work on specific business projects, and the group method serves to reinforce both individual initiative and team work. The information needs of the students on the first three years of the programme are fairly predictable since the course-work follows a semi-structured approach with set assignments. Subject librarians liaise with students through the group leaders during the first three years of the programme. In the fourth year, each student receives information support on an individual basis, since he or she has to submit a research report to complete the course.

- The Doctor of Business Leadership (DBL) aims at in-depth specialization in a particular aspect of management theory. Participants concentrate on researching management issues towards the development of new theory. The normal duration of the programme is between three and four years and participants submit a thesis at the end of the period. Prospective students have to submit a proposal at a colloquium attended by SBL lecturers, invited specialists, prospective DBL students and the SBL subject librarians. The colloquium is a useful forum for information exchange, and provides the SBL subject librarians with greater insight into the information needs of the student.

GENERAL PROFILE OF THE DISTANCE POSTGRADUATE BUSINESS STUDENT

The prospective MBL student has to have a recognized bachelor's degree and at least three years' appropriate experience in a suitable business environment before enrolling for the MBL programme. Many students are in full-time employment, often in senior or managerial positions, or are self-employed. Because of both domestic and occupational or community commitments, students face many claims on their time. This makes study at home a considerable challenge, and makes the use of libraries difficult. Computer literacy skills vary, depending on exposure to technology in the workplace. This has implications for their use of the electronic information resources discussed later in this paper.

LIBRARY INFRASTRUCTURE AVAILABLE TO DISTANCE POSTGRADUATE BUSINESS STUDENTS

The Unisa Library is aware that a traditional library service based on the premise that postgraduate students will visit the library for independent study and research cannot be taken for granted. This is taken into account when information support programmes are devised for postgraduate students.

The Library has provided a subject reference staff in addition to its normal library facilities, to provide information support for Unisa's distance postgraduate students. The subject reference staff consist of 33 subject librarians organized into groups corresponding to the six faculties of the University.

Subject librarians are information specialists who provide an information service to postgraduate students and lecturing staff at Unisa. Areas of service include:

o literature searches and current awareness services;

o training in library use and in the use of information resources and reference works; and

o ensuring that information resources in the discipline they serve are complete, balanced and up to date.

The above services are supported by the Unisa Library's collection of over 1,6 million items, including 9,000 current periodical titles. Holdings of the entire library collection are accessed through an OPAC system. Lecturing staff at the main campus have access to the most-used CD-ROM databases through the Local Area Network (LAN).

Each subject librarian has a networked workstation with access to an Ethernet LAN running Novell software operating in a Windows environment. A team of three subject librarians provides information support to the SBL's postgraduate students and lecturers.

Since its inception in 1969, the SBL has occupied a building separate from the main Unisa campus. Prior to its move to the Midrand campus in 1994, the SBL was in Pretoria's city centre minutes away from the main Unisa campus. The Midrand campus is situated about 16 miles (26 km) from the main Unisa campus, midway between the cities of Pretoria and Johannesburg. This is close to the business and industrial areas from which the SBL draws much of its clientele. Although the SBL uses the library on the main campus extensively for its information needs, the move to the SBL Midrand campus has made it necessary for it have its own library facility. This will be discussed later.

INFORMATION NEEDS OF THE SBL IN THE CONTEXT OF A CHANGING SOUTH AFRICA

The SBL's role in delivering management education relevant to the business needs of a changing South Africa is a major factor in determining how information support services are to be structured to meet the information needs of both the academic staff and the heterogenous postgraduate student body. Ultimately, the SBL is accountable to the wider South African business environment for providing locally relevant management education of a high standard.

On April 27, 1994, a democratic and representative government was elected. The South African business environment has emerged from the isolation brought about by economic boycotts and trade sanctions, and is undergoing fundamental changes. The SBL has to adapt the focus of its management education to respond to these changes. One of the most pressing issues is the need for management education relevant to the needs of South African business in the light of both local conditions and global competition.

Hofmeyr (1990), one of the SBL's leading academics in the field of human resource management, has highlighted some features which should be considered in the design of more locally relevant management education. Issues that are likely to have an influence on information support services to the SBL and its postgraduate students will be briefly discussed below.

South Africa is an uncomfortable mix of both first world economic sophistication and third world underdevelopment. The country has immense natural resources, employs advanced technologies, and supports complex industrial and commercial structures. Conversely, educational standards among the disadvantaged masses are low, and there are too few jobs and services for the rapidly expanding population. The "poverty cycle" (i.e. educational disadvantage followed by low employment prospects), if not as severe as it is in some other African countries, is a serious problem. Business stability is at risk owing to demands by powerful trade unions and the culture of entitlement generated by deprivation under apartheid rule.

Kate Jowell (1995, 2), Director of the UCT Graduate School of Business, points out that:

> ... business leaders and managers in all South African organizations will have to manage the future unlike anything they have faced before. Pent-up expectations have been driving change in the country since the early seventies. Over twenty turbulent years, school pupils have rejected their deficient education, workers have coalesced in powerful trade unions and more recently, across race and gender, there has been a rising clamour for employment equity. Changes in marketing, in political systems and national boundaries have also impacted powerfully on South Africa and its economy, as have the fundamental shifts in international policy towards the country. All these forces have to be dealt with by managers and business leaders in work places across the country.

Management education needs to accommodate what Sunter (1987) refers to as the "dual-logic" nature of the economy. South Africa ranks economically with countries like Yugoslavia, Mexico, Malaysia, Portugal, Uruguay, Chile and Brazil; according to Sunter, "somewhat in the middle of the pack". South Africa's Gross domestic product is a minute 0,5% of the world's GDP. The informal business sector (side walk traders and hawkers) is growing at approximately 15 per cent per annum and has to be recognized as an increasingly important component of the economy, especially as a provider of entrepreneurial opportunities and employment (Economist Intelligence Unit 1995).

The SBL recognizes the need to incorporate courses in entrepreneurship and small business management in its postgraduate courses. Information with a local content is required by students studying these courses and this is not readily available. Students at present use western theory, tailoring it to local conditions by means of field research and practical experience.

Projections of South Africa's overall education statistics are pessimistic and have far-reaching implications for tertiary education as regards the preparedness of students for undergraduate study. This is due to the discriminatory nature of the provision of education during the apartheid era, and in turn may also affect future preparedness for postgraduate business studies. As a result, students will require intensive information support. It is estimated that 51 per cent of South Africa's adult population is illiterate, owing to inadequate schooling compared with 1 per cent in Japan and 13 per cent in America (Hofmeyr 1990).

Andrews and Crow (1993), leading academics at an international business school in South Africa, point out that very few of those who complete their schooling each year have mathematics and science in their final year. This focus on the humanities, as opposed to a focus on the "hard sciences", (i.e. engineering, physics, chemistry) seriously impairs South Africa's competitiveness by producing a shortage of qualified entrants to careers in research, business and the applied sciences.

The 1994 World Competitiveness Report highlights that, of the nine factors contributing to international competitiveness and relative to 14 other industrialised countries, South Africa is rated very unfavourably with regard to the development of its human resources. If Sunter (1987) is correct in his assertion that a "winning nation" is built on a uniformly high standard of education throughout the whole population, the SBL, as the largest distance teaching business school in South Africa has a responsibility to provide locally relevant management education. In support of this, Hersov (1989) estimates that job openings at the skilled managerial level will exceed supply by fewer than half a million in the coming decade, making the need for locally relevant management education more pressing.

The ANC's policy document known as the Reconstruction and Development Programme (RDP) stresses the importance of the development of human resources in terms of locally relevant education and training. The RDP's message to local business educationalists relates to the development of managerial and technological skills appropriate to the needs of South Africa. The RDP requires that particular attention be paid to issues relating to the restructuring of South African commerce and industry as the country re-enters the global economy (ANC 1994). Business schools will need to deliver education that fosters entrepreneurial skills among its student body. It is hoped that this will create business opportunities and lead to job creation. Business schools will thus be required to revise existing courses to prepare students to generate change and renewal in South African organizations. Skills development and multi-skilling are also on the RDP agenda. According to Andrews and Crow (1993), business schools must move from passive learning to active, experiential learning. Students need to be taught to apply the concepts they are learning to their own working environments. In this way, life-long learning skills are developed.

The SBL is aware of the need for a more "open" approach to learning and has been moving in this direction since its inception through the concept of "study groups". The SBL sees open learning as a process whereby students are directed to self-study in the independent exploration of particular aspects of South African business.

However, business schools need to reassess their effectiveness in terms of delivering relevant management education as recommended by the American Assembly of Collegiate Schools of Business (AACSB). As Lloyd (1990) observes, business schools have been too "production driven" (focused on the needs and perceptions of teachers), rather than "consumer driven". Implicit in the learning approach is the need for information skills.

NATURE OF BUSINESS INFORMATION

Information for distance business education is multidisciplinary. Businesses operate in economic, legal, political, social and technological environments. For the subject librarian this means that students need to have access to relevant information from a variety of sources and in a variety of formats. This includes information that provides basic theory contained in textbooks and periodical articles, statistics, case studies, news briefs, unpublished reports, "grey literature" and information available in electronic formats.

South African business education faces the problem, common to business schools in nations with small pools of academic personnel, of providing its students with locally relevant theory and cases. Most of the textbooks used in South African business schools are written by American and British academics and practitioners. Although this material may cover theories which are universally applicable, Hofmeyr (1990) rightly points out that when the text applies the theory to issues which American or British business has to face, these issues often lack relevance in South Africa.

Although organizations such as the Economist Intelligence Unit, the World Bank and the International Monetary Fund generate information about Africa and South Africa, this information is from a western perspective. Information giving local perspectives is lacking.

American or British perspectives on business are not necessarily the same as African perspectives. South African business academics and writers still need to develop more Afrocentric business literature which is relevant and culturally acceptable. South Africa is facing many new, and often unique issues that local authors have not yet researched or addressed, such as the development of Afrocentric management models in South African organizations.

Subject librarians find that there is often insufficient published material to satisfy students' information needs, especially on topics requiring information on aspects such as corporate culture in South African organizations, South African business ethics and motivational theories in a South African context. Subject librarians, therefore, have to provide alternative information in the form of basic theory or case studies reflecting either an American or British situation.

Deregulation was a "hot topic" in 1992. Students in the class of 1992 had to research the " impact of deregulation on the South African airline industry." At that time, locally published information was unavailable except for a few government reports and press-clippings. Background information in the form of case studies was supplied to the students outlining deregulation of the American and Scandinavian airline industries. South African information on the subject only started to emerge during the latter half of 1993 in the form of working papers and research reports generated by the students themselves. Journal articles only appeared on the South African databases towards the end of 1993, early 1994.

No American or British case study can fully capture the context and nature of South African business issues. In subjects where broad universal themes apply, such as business strategy, operations research, decision making and quantitative management, the basic theory needs to be complemented by local information to align the subject matter to the South African context.

Business librarians in South Africa need to support educators by tracing and stocking locally relevant texts, cases, statistics and other business information, and by promoting their use in support of study programmes. This they can do by searching through local databases, browsing through the relevant local journals, working in closer cooperation with other local business schools, (for example, in initiating exchange programmes for working papers and research reports), and establishing a closer working relationship with the academic staff.

NEEDS OF THE SBL BUSINESS STUDENTS

Distance education business students are subjected to demanding work schedules. Information is needed quickly, preferably in full text rather than in the form of bibliographic references on print-outs or downloaded onto diskettes. Emphasis is on comparative data on both international and South African markets, industries and companies, since course content is based on real-life scenarios. This is to be supplemented by relevant theory, where applicable.

Even students living near the library may not necessarily want to enter it. Those that do find the time (usually after working hours), have little tolerance for unproductive browsing. There are those who are distance students in the full sense of the word, living in remote rural areas, and who are heavily reliant on the distance services provided by the subject librarians. Throughout their whole study experience, the only contact they have with the library may be through the subject librarians.

The SBL subject librarians endeavour to diminish the distance between the library and the students. This distance may not necessarily be physical only, but may also be the mental gap experienced by the business student struggling to cope within an information-permeated environment.

South African distance postgraduate students come from culturally diverse backgrounds. They may have attended universities for their undergraduate studies which differ widely in educational quality. They may also have experienced undergraduate teaching methods different to those employed by Unisa. Some may resume MBL or DBL studies after having been academically inactive for years, and may be thoroughly out of touch with their intended course of study. Some business students may have attended universities which possess rather rudimentary libraries, and any library skills they may have gained at that stage may be totally inadequate for dealing with the computerized information age.

INFORMATION SUPPORT

The following trends affecting information support to distance postgraduate students have been identified. These are:

o the open-learning approach to distance postgraduate business education;

o the need for locally relevant information;

o the enhanced information technologies available.

The "open learning" approach to business education will require students to explore information sources relevant to their study projects. This process will require initiative from the student who will be expected to read widely, analyse and compare what he or she has read. It will require considerable intervention from the SBL subject librarians, who will need to guide the business student in the location of information sources in conventional print and in the newer electronic formats.

Discussion with academics at the SBL indicates that open learning and its implications for information support as regards information literacy is in line with the overall philosophy of the SBL towards competency-based education and the cultivation of lifelong learning skills.

Factors that have a bearing on future information support for the SBL's distance postgraduate students include:

o the development of individual information literacy skills;

o the shift from the print-based library service to remote delivery of bibliographic information and text (the electronic library); and

o ownership of information resources versus the provision of access to information resources.

DEVELOPMENT OF INFORMATION LITERACY SKILLS

Technological advances have opened up new horizons for information services, and librarians have welcomed the versatile and fast retrieval options provided by electronic media. Subject librarians at Unisa have access to a wide variety of information sources, including CD-ROMS, multimedia information products, online services and the Internet. The introduction of these modes of information delivery has necessitated a shift in emphasis on how information support to the SBL's distance postgraduate students is to be approached. The present role of the SBL subject librarian as information intermediary (location and delivery) will change in the direction of training in information skills for the user, and the cost-effective allocation of information resources in terms of access and ownership.

Whereas previously students' needs were largely predictable, the "open learning" approach calls for the development of information literacy skills on the part of the student. Information literacy development programmes will need to be formulated within the parameters of the definition of the American Library Association (1989):

> To be information literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate and use effectively the needed information ... Ultimately, the information literate people are those who have learned how to learn. They know how to learn because they know how knowledge is organized, how to find information, and how to use information in such a way that others can learn from them. They are people prepared for lifelong learning, because they can always find the information needed for any task at hand.

Subject librarians need to train students in the location and use of academic and business information sources, as opposed to providing them with the necessary information either on request or as a matter of course.

This can be done by replacing the lectures on "what the subject librarian can do for you" given at the MBL study schools, with a carefully structured programme. This programme should enable the student to recognize when information is needed, as well as enable the student to locate, evaluate and effectively use the needed information. The programme needs to be integrated into the MBL course content scheduled for a particular study school at the SBL and should be made compulsory. A similar programme needs to be formulated for prospective and registered DBL students to equip them for the information aspects of their research.

The subject librarians also need to be more involved with academic staff in supervising course content of the MBL programme and advising on the availability of information on dissertation topics submitted by prospective DBL students. The subject librarian is often in a better position to assess where information is lacking in various areas of business research. On the recommendation of the subject librarian, postgraduate students may be guided into more relevant fields of investigation and research.

The initial components of information literacy development programmes for the SBL distance postgraduate students would be:

- training the students in the use of CD-Rom systems and various other relevant databases;

- explaining to the students the rationale behind selecting print, online or CD-Rom versions of information sources for a particular search query;

- outlining methods to the students as to how they can organize their information;

- guiding the students with regard to style in their assignments and theses preparation; and

- encouraging the integration of information technology skills into the core MBL curriculum and ensuring that prospective DBL students have learnt these skills before registering for DBL study.

The above components could be integrated into a meaningful "information handling skills" package offered by the subject librarians during the study schools in the case of the MBL students. Since the numbers of prospective and registered DBL students are fewer than those on the MBL programme, "information handling skills" programmes may be arranged on request throughout the year, outside the periods of the MBL study schools. Training by means of an interactive computer module for remote students is also a distinct possibility.

The concept of a "teaching library", referred to by Line (1990, 505), is only now coming to the fore in South African universities. As Line comments in the British context:

> The 'teaching library' ... was probably an idea ahead of its time; now I see it not as much as an ideal as a necessity if higher education is to be anything but a mass academic pig trough

FROM THE PRINT-BASED LIBRARY TO THE ELECTRONIC LIBRARY

Current developments in the Unisa library intend to achieve the integration of access to a range of electronic information resources within a future library system. This will ease access problems for distance education students who need seamless, user-friendly access to the databases in their field of study, preferably from remote end-user workstations.

Towards the end of 1994, it was proposed that an electronic library, complemented by a core book and periodical collection, be implemented at the SBL's campus in Midrand. Library accommodation was already available in the new SBL building at Midrand. The library is capable of accommodating 10,000 items, plus a weekly self-renewing journal collection of 100 current titles, three fully integrated workstations for the subject librarians and eight end-user workstations for students. The eight end-user workstations are to be supplemented by an electronic classroom consisting of 30 end-user workstations. The proposal is now in the implementation phase, and is to be phased in over three years.

Kascus (1994, 21) observes that:

> ... the extended campus provides a laboratory for testing new ways of offering user-centred, rather than library centred, information service ... and for actualizing the electronic library.

The SBL's electronic library makes provision for the following features:

- access to bibliographic information at end-user workstations at the SBL from the LAN and CD-ROM server on the main campus;

- training by subject librarians in database searching at the SBL's end-user workstations;

- an electronic classroom at the SBL consisting of 30 networked end-user workstations that provide access to OPAC, CD-ROM, online databases and the Internet; and

- communication links between the SBL campus at Midrand and the Unisa Library (16 miles away) by means of e-mail, and item request facilities available at the SBL end-user workstations (University of South Africa 1994).

These initial provisions imply the possibility of access for staff and students to the Unisa library's information networks from individual workstations at home (via modem). They also offer the possibility of bibliographic searching from remote locations and the delivery of full-text information electronically to home workstations.

As with the ELINOR project at De Montfort (Wu et al. 1995), the end-user aspect of the SBL Electronic Library is the most crucial. This aspect is not just limited to the usability of the electronic information, but covers a wide range of issues, including human-computer interaction, information literacy programmes and the impact of the "electronic library" concept on the lecturing, learning and research activities of the SBL.

ACCESS VERSUS OWNERSHIP

Brody (1993, 66) points out that:

> Public access online catalogs, fax delivery of interlibrary loan articles, end-user searching of CD-ROM and online databases, and the resources on the Internet have shifted emphasis ... from collection development [for ownership] to access.

The overriding principle with regard to the SBL's electronic library and its core print collection is the need to serve its clients in a timely, yet cost-effective manner. Information technology is the most significant innovation in the field of distance education librarianship. Ideally, the subject librarian would pursue an acquisitions policy to satisfy the needs of the SBL and its clientele, regardless of the cost of the technology.

Until the electronic library system at the SBL is fully in place, collection development for "ownership" is indicated:

- for frequently used materials;
- where the technology is inadequate or not yet fully developed or too expensive or limited by licensing restriction or the need for mediated searching;
- by turnaround time for interlibrary borrowing.

Provision for "access" is indicated:

- when access is less expensive than purchasing, added to which are the costs of processing, shelving and housing information sources;
- when access significantly improves delivery at acceptable cost;
- when the only means to acquire the information is through electronic access;
- when access "enhances" the information, i.e. when keyword searching, sorting or downloading presents the information in a more desirable format for content searching and manipulation by the user.

However, financial constraints determine the acquisitions policy and difficult decisions have to be made.

CONCLUSION

What has happened over the last 3 to 4 years is not simply the addition of new technology or change to the methods of information support rendered to distance postgraduate students by the Unisa SBL subject librarians.

It is the reengineering of the traditional functions of information support to distance postgraduate students in South Africa.

We are moving rapidly into the age of the remote user workstation and the delivery of bibliographic services and full-text information between vendor and client. The African environment poses many challenges for us in finding means of bringing technology closer to our students.

We are not there yet... we are not even close, but the inevitable movement in that direction is most exciting, with substantial benefits for distance postgraduate students in Africa.

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Internal Partnerships for External Sourcing:
Interlibrary Loan as Supplier-Provider for Off-Campus Students

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INTRODUCTION

According to the *Off-Campus Library Services Directory* (Jacob 1993), 160 academic off-campus library services units (86%) indicated that they offered "ILL service" to their clientele. While the large number of such units reporting ILL activity suggests that it is a staple in the field's set of recognized user services, a high degree of operational mystery remains: What exactly are off-campus library service units doing with respect to interlibrary loans? Organizationally, who's involved and how are they involved? What are the users receiving now? What supply and delivery options are being planned for the future?

This paper is a case study which examines two supply/delivery projects undertaken between a characteristically "traditional" interlibrary loan unit and an off-campus library services program at a medium-sized, state supported university. Both projects aptly can be described as voluntary "alliances" between divisional units within the same organization. The first project (Project 1) involves obtaining journal article photocopies through a commercial document delivery vendor -- a supply source that many ILL units are now using to some degree. The second project described (Project 2) involves borrowing books through standard interlibrary loan procedures for off-campus students.

As a whole, the case study focuses on the projects' processes, procedures, and relationships -- not statistical inputs and outputs or cost/benefit analyses. It explores the organizational setting, cross unit dynamics, staff training needs, staff attitudes, and technology which allowed for expanding and strengthening the relationship between units. Both projects began in 1993 although not concurrently. The study follows Project 1 from mid-1993 through February 1995; and Project 2 from August 1993 to June 1995.

BACKGROUND

Central Michigan University and its University Library are the organizational sites of the case study. The university is located in a predominantly rural community where it is the largest employer. The university has about 16,500 on-campus students, mostly enrolled at the undergraduate level. The university's external degree program, referred to as an "extended degree program," has approximately 15,000 students, mostly enrolled at the graduate level. Courses and degree programs for off-campus students reflect what is offered on-campus; but the number of specific course sections leading to specific degrees and the frequency at which they are offered vary substantially between the two populations. CMU's extended degree program courses are offered at over 60 locations throughout the continental United States, in Hawaii, Mexico, and the Canadian provinces of New Brunswick, Ontario, Saskatchewan, Manitoba, and Alberta.

The Libraries at CMU consist of the University Library and the Clarke Historical Library. The University Library has a collection of over 847,000 volumes, maintains subscriptions to approximately 5,000 serial titles, and houses more than 1.1 million items in microform. The library is a selective depository for U.S. and Michigan government documents and maps. Beginning in 1990, the CMU library has introduced a progressively computerized environment for its users making actual distance between any other library collection in the state much less significant. By 1995, the CMU Libraries had expanded both onsite and remote user access to its collection and other information resources through its "Libraries Information System (LIS)." This includes an online catalog of books and periodical title holdings as well as subject databases available to both onsite and remote users through dial-up or the Internet. If desired, off-campus users can reach other libraries' resources through telneting, gophering or the World Wide Web.

At CMU, Off-Campus Library Services (OCLS) is the unit which provides library support to students taking courses away from the main campus. Simply put, it has two main service functions: (1) delivery of books on loan and copies of journal articles from the university library collection; and (2) reference assistance provided by unit librarians. The document delivery function is handled by the Document Delivery Office staff consisting of 4.5 FTE and student assistant support representing approximately 250 additional hours of work per week. The Document Delivery Office is a relatively high volume operation in which off-campus students and faculty make requests for materials using the telephone, fax, and email. Requests are processed with the goal of a twenty-four hour turnaround time from the time the request is received until materials are sent to the originator. In the last three years, OCLS has processed over 100,000 requests on an annual basis. About 90% of the requests are for copies of journal articles; the remaining 10% are book loans. During the same three year period, the OCLS fill rate from the collection has averaged 75.5% for articles and 63.8% for books. The unit is lead by a director who oversees the document delivery operations as well as the work done by six OCLS librarians, two of whom are on-campus.

What one historically would describe as the university's "interlibrary loan" operation resides within Document Access, one of several units comprising the library's Access Services Department. Document Access has 4 FTE staff and a varying number of student assistant hours of help on a weekly basis. Document Access' interlibrary loan transaction volume for on-campus clientele had been growing appreciably.

The unit had been experiencing an increasing workload over the past five years and a dramatic shift in the kind of work it was doing. In 1990-91, the number of internal requests (CMU asking other libraries for material) was roughly one half the number of external requests (other libraries asking CMU to lend its material). The CMU Library was considered a heavy net lender within the state. By 1994-95, the numbers of internal and external were practically equal. During these five years, the total number of requests increased by about 18%. the number of internal requests made by CMU users increased by 73% during those same years. This change shifted the focus toward obtaining material for CMU library users as quickly as possible rather than lending out CMU materials for other libraries' patrons to use. By far, the majority of these internal requests were for article photocopies.

Although it has been routinely supplying OCLS with copies of journal articles for off-campus users when requested by OCLS for over a decade, it did not process requests for book loans for OCLS before 1993. Document Access had been using the OCLC interlibrary loan subsystem since 1982. In late 1992, as part of a library wide initiative to move from serial subscription ownership to electronic access, it began using CARL System's UNCOVER2 database as a rapid supply source for campus students and faculty. Organizationally, the Document Access Coordinator reports to the Head of Access Services.

Both OCLS and Document Access reside in the same library building physically separated by one floor. Although the Director of Off-Campus Library Services and the Head of Access Services formally report through different divisional channels and by differing access levels to the Dean of Libraries, historically they have had a direct, close working relationship with each other. This relationship is based on the functional comparability that the units they oversee have and also the fact that they hold similar professional views on user services. Likewise, the staffs of the Document Delivery Office and Access Services have similar functional responsibilities and come into contact with each other almost daily.

PROJECTS' IMPETUS

As mentioned earlier, both projects technically can be dated to 1993. However in retrospect there were two convergent forces which began swirling as the 1990's started which gave impetus to OCLS and Document Access discussions on how to expand service relationships. One force, a university wide academic program review process, put external pressure on the library as an organization to formally examine and document its services and unit relationships. The second force, having both an internal and external dimension, revolved around the library itself providing increasingly computerized access to its own collection through in-house terminals as well as dial-in and internet connections; and other libraries and online services providing connectivity for CMU's on-campus and off-campus students.

Through the program review process, the leadership of OCLS and Access Services independently had concluded that access expectations from their respective user groups had changed in at least two similar respects: (1) the users wanted more materials not owned by CMU; and (2) the speed of delivery not the source of supply was what mattered. All CMU students, regardless of a university-defined status of "on" or "off" campus, had some degree of connectivity to all sorts of library resources if they wanted it. User expectations rose with each new citation identified on the terminal screen.

As a result of program review and an increasingly electronic environment fueling user demands for materials outside of the collection, OCLS and Document Access began talking about new service initiatives that could align some of Document Access's functions to meet OCLS user needs. Only in retrospect did the Director of Off-Campus Library Services and the Head of Access Services realize that through their initial discussions on how their units were to deal with these converging forces were they were laying the foundation to become "internal network partners." What this means, as described in contemporary management literature, is the recognition by diverse units in the same organization that they have a high level of functional comparability that allows them to fit in the organization's "value chain." The "value chain" is a particular sequencing of activities that "add value between the supplier and the customer." (Porter 1985)

In the following discussions of each project, the conceptual model of "internal network partners" providing a service string through a "value chain" is useful to keep in mind. Specifically in the Document Access-OCLS value chain, Document Access acts as an internal supplier (through an expanded definition of its interlibrary loan function to include both lending libraries and commercial vendors) to OCLS as customer by acquiring materials from its established external sources. OCLS then becomes the internal supplier for some materials not held in the collection to it's off-campus student customers.

CASE STUDY--PROJECT 1
ACQUIRING SELECTED JOURNAL ARTICLES FROM A COMMERCIAL VENDOR FOR OFF-CAMPUS STUDENTS

BACKGROUND

In early 1993, as a result of preparing a unit study for the university's academic review process, Off-Campus Library Services had identified the need to consider using outside vendors for the provision of journal articles from titles not held by the library. However, even though OCLS received acquisition's funding for continuing to subscribe to certain journals particularly important to extended degree program students and for adding to this title base as needed, the funding would not cover the cost of supplying all unfilled requests from an outside source. Compounding the situation was the fact that OCLS could not re-assign staff to investigate or act on vendor sourcing because it was caught up in meeting the daily demands of its off-campus users. Not surprisingly though, through the same program review process, other units in the University Library -- notably Access Services --- had also identified the collection development challenge of supplying access to materials not held in the collection by using outside vendors to provide timely delivery of individually requested items.

Luckily, the Head of Access Services was eager to explore new document supply initiatives using outside vendors for on-campus students and faculty and for her staff to gain experience in using them. Under her auspices, an initial deposit account of $3,000 had been previously established with the CARL System for Document Access to use CARL's UNCOVER database. At the time, CARL offered a periodical index and article delivery service based on 14,000 English language titles. Subject coverage was broad with a large percentage of titles coming from categories that would represent high subscription costs if ordered on a title-by-title basis by the CMU library. These categories included the sciences, technology, medicine, social sciences and business. Additionally, CARL was adding approximately 3,000-4,000 citations each day from current issues. The database could be searched online and titles ordered online with fax delivery in 24 hours.

CARL UNCOVER's subject coverage and rapid delivery time were as attractive to OCLS as they were to Document Access. Off-campus students taking course work in the university's main extended degree offering, the Master of Science in Administration (MSA) often needed articles from the categories that the database strongly covered.

PROJECT DEFINITION WITHIN OCLS

At the end of July 1993, the Director of OCLS and the Head of Access Services met to discuss the possibility of designing a pilot project which could provide articles not held in the library to OCLS requestors using CARL's UNCOVER2 database. Obviously, the project could not supply all articles unfilled by other means. OCLS did not have that level of funding and Document Access could not handle a processing volume from OCLS that likely would average over an estimated 22,000 requests per year.

However, the Head of Access Services was receptive to undertaking an increased request processing volume from OCLS involving the UNCOVER database. At the time, the volume of requests Document Access was receiving for UNCOVER searching from on-campus students and faculty was relatively low and the Document Access staff wanted to gain more experience searching the database, using online ordering, and developing more knowledge about supply conditions, costs, and delivery rates for titles of interest to CMU students. Ideally, the pilot should run for at least a year with OCLS supplying all funding for the cost of article delivery. Document Access would donate the staff time necessary to process the OCLS requests once they reached the Document Access unit for handling.

The next step was for OCLS to work out the project parameters within the unit. This was largely done by the director and members of the Document Delivery Office staff with general input from both the on and off-campus OCLS librarians.

The OCLS director and unit librarians were well aware that within the Master of Science in Administration sequence of courses, the greatest level of library research needs came in the MSA 685 course, "Integrative Analysis of Administration." This is the capstone course in the degree program in which students prepare a major research paper dealing with a work-related issue. The paper must include a comprehensive literature review as part of its format to be acceptable for credit. However, the specialized nature of many of the work-related topics limited the possibility of an academic library subscribing to many of the professional and trade journals the students needed.

This particular group of MSA students, i.e. those taking MSA 685, would unknowingly become the target group for providing requests to be used in the pilot project. They were the one group by definition for which the journal fill rate for requests was critical. This group was nearing or at the end of their coursework for the degree and they had to successfully complete MSA 685 to graduate. Additionally, the student enrollments in MSA 685 sections annually was estimated to be no more than 2,000 students. Also, from past experience, OCLS staff knew that not all of these students would use the Document Delivery Office as their source of article supply. Thus, the number of requests that MSA 685 students would probably generate was considered manageable for OCLS to ask Document Access to handle.

Within the unit, OCLS Document Delivery Office staff would not have difficulty identifying which student article requests could be linked to enrollment in an MSA 685 course section. Students are routinely asked to provide the CMU three letter/three number course designator for the class they are currently enrolled in each time they contact the Document Delivery Office with requests. The information on each item requested is then printed out on a standardized unit form and includes as full citation information as is given as well as the course number for which the material is needed. Therefore, from a project standpoint, OCLS already had a system for identifying which requests could qualify for UNCOVER searching if not filled through the normal search process.

OCLS staff also set other internal selection criteria based on what they knew about the UNCOVER database. This would reduce the number of MSA 685 requests submitted to Document Access and hence the frustration of that unit's staff with spending time on searching for items that by definition of database scope or delivery delays could not be provided. These criteria included:

- An OCLS requested article had to carry a publication date of 1990 or later. This date restriction reflected the title span of the database in which most titles were indexed from 1989 to the present.

- At the time the OCLS student made the request, he or she had to voluntarily provide a "not needed after date" that allowed for delivery of the article at least three weeks or longer after the request date.

Once the criteria were discussed with Document Access, one Document Delivery Office staff member would be designated as the UNCOVER project supervisor with responsibility for identifying MSA 685 requests which qualified for transfer to Document Access for UNCOVER searching. This person would act as OCLS liaison as questions or problems arose.

The OCLS Director also decided that the unit could initially afford to put approximately $5,000 toward the pilot from its FY 1993/94 acquisitions fund; and if needed or deemed useful another $5,000 from the following fiscal year's funds. It also decided that for reporting purposes, it would be better for OCLS to establish its own password and deposit account so that Document Access would not be charging article delivery for OCLS against general acquisitions funds and then have to process a request for fund reimbursement.

The Director of OCLS decided that Document Delivery Office staff and the OCLS Librarians should not publicize the pilot project to any extended degree program students. There were a number of reasons for this decision:

- The undertaking was a pilot project that could be terminated at anytime.
- Any publicity to MSA 685 students might raise false expectations regarding article supply that exceeds OCLS funding capabilities.
- Students in other extended degree programs or MSA 685 students with courses remaining to be taken might question why such article delivery from an outside vendor couldn't extend to all courses since all courses carried the same tuition rate.

CROSS UNIT DISCUSSION AND IMPLEMENTATION

Once OCLS had internally determined its approach to the project, the criteria it would use to select requests for transfer to Document Access, and the funding structure to use, the OCLS Director and the Document Delivery Office staff member who would be the project liaison met several times with the Head of Access Services and the Document Access Coordinator . During these sessions, staff from both units talked openly and in detail about the expectations, procedures, and review they felt were needed to make the project a positive, working partnership. Among the most important points of agreement were that:

- Document Access expected OCLS to rigorously screen all MSA 685 requests using the criteria it had set up within its unit, e.g. requests for articles with pre-1990 dates that would otherwise qualify for UNCOVER searching would not be sent to Document Access.
- Document Access concurred that when possible it would process all OCLS requests that qualified for UNCOVER searching within 24 hours from the time OCLS delivered them to the unit. However, OCLS had to agree that Document Access was the unit most capable of judging how it would prioritize requests for handling if requests from either on-campus students, off-campus students or both groups increased dramatically during a given period.
- Both units agreed not to require additional paperwork or forms for the other. Document Access would search requests directly from OCLS request forms, accept the information given on the forms as all the citation information that would be provided, and report the status of the requests on the forms using a simple set of action category codes. The codes to be used were:

"TNH"	Title Not Held in UNCOVER
"THBI"	Title Held but Backfile Insufficient
"NED"	Not Enough Data to process
"ECL"	Exceeds OCLS Cost Limit

- Document Access agreed to only place a delivery order for an OCLS article identified as held in the database, if the order was within the OCLS cost criteria of no more than $15.00.
- OCLS would be responsible for monitoring the draw down of funds from its deposit account and replenish them as needed. OCLS would also determine when it had reached its funding limit for the

project.

- OCLS and Document Access staffs would openly discuss modifying the project if the request volume forwarded to Document Access exceeded expectations. The same communications arrangement would hold for any other difficulty or frustration identified by staff in either unit.

After this preliminary set of meetings, the project moved ahead relatively smoothly and ended after a sixteen month period in February 1995 because its funding allocation had been reached.

OCLS set up an initial deposit account of $5,000 in October 1993 and the first orders for UNCOVER article delivery were placed in November 1993. In August 1994, another $4,500 was added to the account to cover article costs. When that amount was drawn down to $9448.73 at the end of February 1995, no more orders were sent to Document Access for processing. The pilot project was then considered suspended until further notice by mutual agreement.

Since the close of the project, OCLS has done some preliminary data analysis on fill rates, attempted to gain insights on the potential of the titles in the UNCOVER database to satisfy a defined set of off-campus students' request needs, and evaluate single article delivery costs against placing full subscriptions for heavily requested titles.

During the project's 16 month duration (November 1993 through February 1995) and based on the screening criteria OCLS had developed, 2,151 off-campus student requests qualified for Document Access searching in the UNCOVER database. This number represents 1.65% of the 130,124 article requests made by all off-campus students during that same period. Of the 2,151 requests which were processed through Document Access, 42% actually were supplied through UNCOVER. This represents a 1.16% addition to the original OCLS fill rate of 76.1% from the CMU library collection for 77,822 article requests made during the period. The average cost of UNCOVER article fulfillment (using a cost ceiling of $15.00) was $10.46.

More importantly, staff involved from both units had informal discussions with each other after the project was suspended. During these sessions, staff basically thought that the project functioned well because: 1) initial care had been taken by OCLS to explain their access needs and to define the scope of the project; 2) both unit's staff made a conscious effort to discuss the criteria that they would use in their internal operations to assist each other in their work; 3) there was a willingness between and among unit staff to openly discuss processing difficulties regardless of reason, and 4) a cross unit willingness existed to make changes in procedures based on time constraints and staffing level fluctuations.

From the Document Access perspective, perhaps the two most cumbersome aspects of the project were: 1) the use of another department's request form containing citations taken directly from users without further bibliographic refinement or verification; and 2) the code designator list used for reporting the reason an article was not supplied did not adequately cover the number and variety of reasons that publishers would give for non supply in the UNCOVER database records.

From the OCLS perspective, the project could have been improved by more frequent and detailed face-to-face communications with Document Access regarding their overall volume of requests and when OCLS requests were reaching a level that made overall request processing slower than usual. Also Document Delivery staff were faced with developing internal logging systems in support of the project that sometimes interrupted their usual work flow.

BACKGROUND

As mentioned previously, the University Library's program review process identified the areas of service that could be broadened or enhanced to better meet user needs. The Document Access office had been providing ILL service for members of Off-Campus Library Services staff at remote locations, i.e. two OCLS librarians in the Metropolitan Detroit area and two OCLS librarians in the Washington, DC area, since late 1988. Document Access had also been aware of extended degree program students' requests to OCLS to provide books not held in the collection. The program review process again brought this service discontinuity to the attention of both units, especially OCLS.

PLANNING

The Director of OCLS and the Head of Access Services initially met to discuss this issue of mutual concern in midsummer 1993. They decided that a pilot project should be initiated that would involve Document Access requesting books via the OCLC ILL subsystem for OCLS students enrolled in classes at off-campus sites. Document Access staff and OCLS Document Delivery Office staff were immediately involved in the planning of the project. Two questions came up repeatedly during the planning discussions. These had to be answered before the project could begin.

1. Would the new service provide access to books in a time frame useful to off-campus students?

Traditional interlibrary loaning of books is not a fast process. Verifying of citations, identifying holding institutions, and deciding which libraries to request items from are parts of a process that also involves a complete understanding of the state and national interlibrary loan codes, the intricacies of OCLC, and an intuitive knowledge of reciprocal ILL partners. Once a request is sent on its way, the lag time before receipt of a book at the borrowing library can range from three days to six weeks. To serve off-campus students, an additional step must to added to the regular process. The material would be received in Document Access, then transferred to OCLS for mailing to the student who had requested it. Obviously, a generous amount of lead time would be needed to provide books that would be useful to the distant learner.

2. How would the lending library be informed of the additional step of sending books to remote users?

The *National Interlibrary Loan Code* implies that lending of material occurs between libraries. These reciprocal partner libraries were important customers for Document Access. Maintaining good relationships with these libraries was vital to continuing good service for all Document Access' CMU customers. It would be important to inform potential lenders at the outset of the borrowing process that the books they loaned to fulfill these particular requests were being sent to distant CMU students. The lending libraries must decide whether or not to make loans under these circumstances.

Document Access and OCLS staff discussed these two concerns at length. During these conversations, each area gained new perspectives about the service goals and the particular parameters within which the other had to function. For example, OCLS staff came to understand that their goal of a twenty-four hour turnaround time would need to be lengthened when applied to interloaning of books. Document Access staff, by extending their cooperative service to include interloaning books, would withdraw the last service barrier for a CMU student on or off-campus.

Through the discussions, it was decided that the pilot project would begin on August 30, 1993. There would be no geographical limitations. All CMU off-campus students would be eligible for the book requesting service. The project would be reviewed quarterly for one year to resolve any difficulties, to alter any procedures if necessary, to determine its usefulness, and it weigh its usefulness against the impact it had upon Document Access' ability to secure loans from its borrowing partners.

CRITERIA AND PROCEDURES

Two criteria had to be met by OCLS for the unit to initiate a book interloan request for an off-campus student:

- The "not needed after" date supplied by the requesting student had to be sufficiently long enough to make the borrowing and re-lending through OCLS to the student successful (i.e. useful). Therefore, it was decided that a "not needed after" date of six weeks from the time the request was made to OCLS had to be volunteered by the student before the process would be undertaken.
- The off-campus student needed to be informed that his or her request could be put through this process, but that the process involved borrowing the material from another library and so could be much longer than what they normally experienced. Also the student had to agree to some additional responsibilities for this category of materials. The student would have to agree to accept a period of use that might be quite brief when the material finally arrived at his or her location and it was critical to return the material via First Class insured mail to CMU no later than the return date stipulated.

The procedure would be as follows:

OCLS Document Delivery staff would identify book requests meeting the "not needed after" date criterion for possible interloaning. Staff would contact the students within forty-eight hours and inform them that their request initially qualified for interloaning, but that in order to do so the student must agree to a possible limited use period and adhere to specific return mailing conditions. If the student was agreeable, OCLS would pass on the requests to Document Access for processing.

Document Access would search, verify, and select holding libraries from which to request the loans, and, then, format an ILL request on the OCLC subsystem with this message included in the notes field:

> "For an off-campus patron in (place). Don't send if restricted use/lending period less than 4 weeks."

Entering this message resolved Document Access' concern about informing potential lenders of the ultimate destination of the books. The request contained the information necessary for an appropriate decision to be made. If the material would be restricted to "library use only," or would have too brief a loan period, or potential lenders did not feel comfortable about the additional step of mailing the material to a distant user, the lender could pass on the request.

When a book was received in Document Access for an off-campus student, unit staff would process it as any other book would be and then pass it on to the OCLS Document Delivery Office. OCLS staff would attach detailed information about the limited time use, the method of returning the book to OCLS, etc. and send the item to the student.

The book would be returned via First Class insured mail to OCLS and then brought back to Document Access. The necessary updates would be made in the OCLC subsystem and the material would be shipped back to the lending library.

Quarterly meetings took place during the one year pilot project. These were brief, positive discussions because the process was working well according to both unit's internal operating procedures. Because of success during the first full year (August, 1993-August, 1994), Document Access and OCLS decided that the project had merit and the process became a regular service offering involving the two units. However, there were a few "glitches" to work. In the second year of the service, the first overdue problem occurred. At that point, unit staff got together and wrote a formal overdue procedure to address future problems.

According to statistics kept by OCLS during the pilot project, a little over half the book requests that initially qualified for interlibrary loan were approved by off-campus students to go through the CMU process of attempting to secure a loan from another library. Because of this denial rate for initiating the process, OCLS and Document Access discussed the feasibility of changing the criterion for "not needed after" date from a six week outer limit to four weeks. However, after reviewing the response times for the filled requests, the staffs decided that a change in this criterion could create false expectations for off-campus students -- thereby reducing the service's usefulness.

During the pilot project year, 109 OCLS book requests were processed through the OCLC subsystem by Document Access staff. Of this number, 100 were filled, a 92% fill rate. In comparison, during 1994-1995, 83 OCLS book requests were processed by Document Access. Of these, 72 were filled, an 87% fill rate.

In evaluating the pilot project period, followed by the implementation of the book borrowing service as permanent arrangement, the two units judged the initiative to be very successful. Although the numbers were relatively small, books that previously had not been made available to off-campus students via OCLS were now being provided. The procedures are now routine between the two units. Neither office thinks of the service as a special project or "extra" service beyond their normal operational responsibilities. Rather it has now become one of the regular services among many that are used to fulfill students' needs as they pursue CMU degrees.

CONCLUSIONS ON PROJECT'S VALUE FOR THE CMU OFF-CAMPUS STUDENT COMMUNITY, OFF-CAMPUS LIBRARY SERVICES AND DOCUMENT ACCESS

The projects described in this case study ultimately begin and end with the notion of expanding services to the CMU off-campus student community. In Project 1, obtaining journal article photocopies through a commercial document delivery vendor, the service introduced was limited to a subset of all off-campus students using Off-Campus Library Services (i.e. those students making requests while enrolled in MSA 685, "Integrative Analysis of Administration"). Although the service was essentially transparent to them, some of the students would not have received materials had it not be initiated. From the OCLS perspective, the intent of this project was to explore the adequacy of using a particular vendor's journal title database, supply sources, length of delivery time, and costs to assess the overall value of using such a this supply source at a critical point in the degree program of a significant number of CMU students. From the Document Access point of view, the project offered the opportunity to gain knowledge and experience in using an external commercial supply source without having to commit additional funds from the library's general acquisitions budget.

In Project 2, providing the option of book interlibrary loans to off-campus students, the service offered was available to all OCLS students making book requests. Rather than being limited to students at the time they were taking a specific course, this service was governed by the length of time a student could conceivably wait for books (i.e. a "not needed after" date). Unlike Project 1, the service was not transparent to the requestor after his or her request met that screening criterion. In fact, the requestor played the pivotal role in concurring or denying OCLS the right to continue to process the request once it had initially qualified for the service.

From the standpoint of each unit, the initiation of this service was to extend a traditional borrowing service to a group which had previously not been afforded it. Not surprisingly, the reasons the service had not been vigorously pursued before differed markedly among the units. These reasons basically involved Document Access' assumptions about the receptivity of lending libraries to loaning to off-campus students from another institution; the Document Delivery Office's belief that students receiving books would actually have little use time because of lengthy borrowing and returning transport times; and a fear on the part of both units that delinquency from repeated occurrences of overdue returns or lost books could seriously threaten the borrowing privileges Document Access enjoyed with a number of its counterparts ate other universities. The only way to challenge some of these assumptions and achieve a service breakthrough was to risk undertaking the project.

In each project summary the word "successful" has been used. In agreeing on this pronouncement, the leadership and staffs of both OCLS and Document Access have concluded that there are four primary reasons why the projects turned into actual partnerships between the units:

1. A strong sense of both internal and external customer service existed independently in each unit prior to the projects. Both Document Access and OCLS Document Delivery Office came to the projects with operational values that historically revolved around providing their respective clientele with materials that they specifically needed. This service provider sense was the impetus for expanding the service framework that already existed within each department to greater limits.

2. Functional compatibility between units allowed them to "speak the same language" to each other. Document Access and the OCLS Document Delivery Office faced many of the same materials' supply/delivery challenges. For example, both units' main source for the provision of needed items was a library's collection. For OCLS, that collection was primarily the CMU collection; for Document Access depending on whether they were borrowing or lending, either CMU's collection or that of another library was the key resource. Even though the clientele the units served differed based on proximity to campus, both units had a well-defined bibliographic verification procedure and a searching process in place to handle requests individually.

   (Perhaps, it was a combination of these two particular points which may have allowed for the overdue problem that occurred in the second year of Project 2 to be easily resolved and not jeopardize the continuation of interlibrary loan service to off-campus students. As C.J. Jarillo expresses it, "The issue of compatibility in the end boils down to the issue of compatible core values and therefore the issue of trust." (Jarillo 1988)).

3. Interunit and intraunit teamwork got results. From the outset, in formal meetings and in informal communication, there was a willingness among staff in both units to undertake these projects mutually. There was also staff respect and flexibility at the individual level for differing work loads and the impact changing unit priorities could temporarily place on the projects.

4. Continuous staff involvement and communication throughout the projects' duration. This allowed staff at various levels to explore and share their expertise in defining the scope of the project, to seriously discuss problems when needed, to express levels of anxiety openly, and ultimately to invest themselves in the projects' outcomes.

In conclusion, both projects contributed to a stronger sense of Document Access and Off-Campus

Library Services service commonalities and capabilities so that each unit saw themselves as partners in meeting the needs of all CMU students. This outlook then began to be carried over even when the units were not technically engaged anymore in these activities as "projects". Working on each project -- individually and collectively -- provided staff members in each unit common ground for understanding each other's responsibilities, frustrations, concerns, and service pleasures.

In the case of these two projects, Karl Albrecht's vision of the efficacy of internal service was reinforced. Albrecht writes, "The concept of internal service is one of the most exciting and compelling ideas of the service management paradigm. It has the potential for animating an organization, for aligning internal departments and groups toward a common purpose, and for concentrating energy on the ultimate objective of delivery superior customer value." (Albrecht 1993) Within the context of this case study, we concur.

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ERIC On CD-ROM as a Multicultural Research Tool for Off-Campus Students

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INTRODUCTION

Multicultural issues, electronic resources, and growing off-campus enrollments are having a profound effect on Lesley College Library. A college-wide commitment to multiculturalism has led the effort to diversify collections and services. Access to electronic information has exploded with CD-ROM databases, the online catalog, the Internet and a growing campus network. Meanwhile, graduate programs have proliferated with almost 5,000 students on-campus and off-campus, in 15 states around the country. Most of those students are teachers earning Master's Degrees in education. And most of them use ERIC as their primary source of scholarly information.

The purpose of this investigation is to evaluate ERIC's coverage and accessability for multicultural issues. The following questions have motivated the study:

- ○ How extensive is ERIC's coverage of multicultural issues? What are selection policies for RIE and CIJE, the two main components of the database?
- ○ Are journals and documents in ERIC adequate to support the widening pool of multicultural teaching in our schools?
- ○ What search skills do students need to retrieve multicultural materials through ERIC?
- ○ What additional questions should we be asking about access to multicultural information?

BACKGROUND

Lesley College enrolls about 4,000 off-campus students in Master's Degree programs in education, counseling psychology and management. Library access for off-campus students is based on cooperative agreements with local college and university libraries, most of whom offer public access to ERIC on CD-ROM. Library agreements rarely include library instruction, so students need to be quite independent in their library use. Library Resources Handbooks provide basic instructional support by describing a variety of research strategies and tools , especially ERIC.

Since 1993, diversity issues have taken center stage at Lesley College. Through the Diversity Initiative, the college is committed to increasing diversity among students, faculty and staff; reforming curriculum and pedagogy to incorporate diverse knowledge and perspectives; and preparing students to become positive forces for diversity within their communities. (Lesley College Diversity Initiative 1994.) The Graduate School faculty is working across disciplines to redesign curriculum and pedagogy for all programs, on-campus and off-campus. In the library, multicultural education and diversity issues are among the top priorities guiding development of collections and services.

As most Lesley College graduate students are teachers, academic programs must prepare teachers to respond to the multicultural needs of their classrooms. Students need to educate themselves about their own culture and the cultures of their pupils, about the major ethnic groups in the United States, and about the learning styles and world views of each of these groups. Graduate work must be supported by access to scholarly research, pedagogical material, and a broad array of information about and from many cultures.

Multicultural education is defined in many ways by different authors. The following description is offered by Banks and Banks:

> Multicultural education is an idea, an educational reform movement, and a process whose major goal is to change the structure of educational institutions so that male and female students, exceptional students, and students who are members of diverse racial, ethnic, and cultural groups will have an equal chance to achieve academically in school. (1993, 1).

Current demographics paint a clear picture of mostly white middle-class female teachers educating a population of students that are increasingly students of color, whose native language is not English, and whose culture differs dramatically from that of their teachers. (Fuller 1992; Sleeter and Grant 1993; Banks and Banks 1993.) The challenge to teacher education programs is both to recruit students from diverse cultural groups and to prepare all teachers to value diversity and educate students from all cultural backgrounds (Fuller 1992).

Scholars in the field of multicultural education report that lack of support and recognition relegate their research to the margins of academia. Grant and Millar (1992) describe an academic ethnocentrism in which research by scholars of color and by women is undervalued and ghettoized--often not accepted as solid scholarship or not published in mainstream journals. Grant and Millar charge that shifting criteria and subjective standards benefit white male scholarship (1992). Zeichner (1993) obtained many of the articles in his extensive bibliography "Educating Teachers for Cultural Diversity" from fugitive literature, through personal contacts rather than literature searches. In the case of multicultural education, broad access to diverse, nontraditional sources of information is critical to effective research.

With these issues in mind, I began to reflect on the sources of information I present to our students, especially ERIC. I began to wonder if ERIC gives sufficient breadth and depth of coverage in multicultural education to support the information needs of our Master's Degree students. As I searched the library literature for articles on ERIC, I was surprised at how little was written on the scope and content of the database. I began to wonder if we librarians have come to depend on ERIC so heavily that we take its contents for granted. With the Lesley College Diversity Initiative in my heart, and nagging questions of access to multicultural information in my mind, I began to look more closely at the ERIC database.

ERIC

An acronym for Education Resources Information Center, ERIC is a vast network of Clearinghouses and agencies that produce an enormous database of education resources and a growing array of information services. The ERIC database is an index and abstracting service comprising two parts: *Current Journals in Education,* (CIJE) and *Resources in Education,* (RIE) a collection of documents available in many libraries on microfiche. ERIC on CD-ROM is estimated to be the most widely used of all CD-ROM products. (Nicholls & Holtmann 1989). In 1993, the database contained over 800,000 bibliographic records to documents and journal articles related to education. (Brandhorst 1994). That same year, ERIC expanded its offerings as it began indexing "the major education book literature" as well. (OERI

1992). AskERIC on the Internet extends ERIC access to students without local access to a CD-ROM product.

Documents and journals are selected for ERIC by ERIC Clearinghouses according to selection criteria spelled out in the *ERIC Processing Manual* (Brandhorst 1991). Among the selection criteria for CIJE are the following:

- Coverage of designated core education journals must be "cover-to-cover."
- Articles in education-related journals are selected...strictly on the basis of their relationship to...education.
- It is permissible...to input *any* good quality education-related article that may be detected in some other journal not regularly covered. (Brandhorst 1991, III-34).

The distinction between these three categories of journal titles is critical to understanding the scope of the database. Titles in the first two categories are contained in the "Source Journal Index" in the front of each issue of CIJE . For example, *Harvard Educational Review* is a core education journal, indexed from cover-to-cover. *American Indian Quarterly* is considered "education-related" and is indexed selectively. Both of these titles are listed in "Source Journal Index". Although the *Journal of Black Psychology* is not considered an education-related journal and is not listed in "Source Journal Index" (May 1995) nevertheless 35 education-related articles from the *Journal of Black Psychology* are referenced in the database from 1992-March 1995.

Among the selection criteria for RIE are the following:

> All documents...must have a demonstrable connection with and relevance to the field of education.... Quality is the single most important selection criterion.... Documents about a disciplinary or subject-matter area, but not specifically designed for educational use, must have the link to education explicitly drawn in order to be selected. (Brandhorst 1991, III-3).

For example, ERIC selects women's studies or feminist materials that are directly applicable to the classroom, but does not select broadly across the discipline.

The most important aspect of these selection policies for multicultural education research may be the following questions to test for relevance:

- Are emerging professional interests and topics treated, e.g., bilingual education, women's equity...etc.?
- Does the document present work on the "frontier" knowledge area of a particular subject...?
- Are answers offered to current social problems...?
- Does the document provide basic up-to-date and comprehensive background or reference information on a subject? (Brandhorst 1991, III-13).

These questions would seem to encourage the selection of multicultural resources, as they are on the "frontier" of a new and growing field, that has as its major focus addressing social problems through education reform. However, newsletters as well as material that only impact a local community without being generalizable to other areas are generally not selected. (Brandhorst 1991).

In the library literature on ERIC, subject access is the most frequent topic of discussion. Carter (1994) discusses the search problems caused by descriptors that are too broad, encompassing many diverse cultural groups under one enormous heading such as American Indians. Nicholls & Holtmann (1989) enumerate the difficulties in searching for women's studies literature because of imprecise ERIC descriptors.

In light of these charges, it is appropriate to examine ERIC for breadth of coverage in multicultural subject areas, depth of coverage through access to mainstream and nontraditional sources of thought and research, and ease of access for searching multicultural topics in the database.

METHODOLOGY

ERIC was examined for coverage in multicultural education and diversity topics and for access to these topics through the thesaurus. From the many cultural groups and diversity issues possible, four topic areas were chosen as representative of the types of diversity concerns being addressed in Lesley graduate courses in education. Those topic areas are African American studies, American Indian studies, women's studies, and multicultural education.

Step 1. Breadth of Coverage. To evaluate the breadth of coverage in topic areas, ERIC searches were conducted in each topic area and the total number of records counted and compared. Descriptors were selected through the on-line thesaurus, as well as all narrower terms and many related terms. (Descriptors for African Americans are Blacks-; the primary descriptor for women and girls is Females.) Descriptors were combined with "or" to obtain a count of the overall number of records in the topic areas. Results were compared to indicate how broadly each area is covered in the database. Any issues that pertain to more than one cultural group, such as racial bias, were grouped together under Multicultural Education. Duplicate results that contain references previously obtained in the cultural group searches were retained in the count, as they indicate the wealth of results a user would obtain in this topic area.

Step 2. Depth of Coverage. To evaluate the depth of coverage in topic areas, searches were conducted to identify bibliographies in each topic area. Results from Step 1 were limited by the operator "and" with the descriptors Bibliographies and Annotated Bibliographies. Records were reviewed for depth of access to primary sources and fugitive material.

Step 3. Journal Titles. In order to gauge the extent to which multicultural research is being captured by ERIC, a selective database of journal titles was created for each topic area. Specialized bibliographies were sampled from reference collections, ERIC documents, and journals as well as reference lists from monographs by several leading researchers in multicultural education. Additional diversity titles appropriate for academic libraries were identified in *Magazines for libraries* (Katz and Katz 1995) and *Index to Black Periodicals* (1992). Journal titles were then compared to the CIJE "Source Journal Index" (May 1995) and ERIC on SilverPlatter for January 1992-March 1995. This comparison gives an indication of the degree to which ERIC recognizes the journals of that field.

Step 4. The *Thesaurus of ERIC Descriptors* was examined for subject access to the four topic areas, with special attention to new descriptors added in the 13th edition (1995).

FINDINGS

Step 1. Breadth of Coverage. Table 1 illustrates overall search results in the three cultural group topic areas.

Table 1. Overall Search Results

	Records	Percent
African Americans	2,793	33.8%
American Indians	1,563	18.9%
Women	3,898	47.2%
Total	8,254	100.0%

Of the three cultural groups, the most records were obtained on women's issues (47.2%). This total includes every article with the descriptor Females (2747), and does not necessarily represent exclusively feminist research. It does, however, indicate broad access to information on Females throughout the database. The descriptor Womens Studies only accounts for 251 records. American Indians obtained the fewest records, with only 18.9% of the total items. By estimating the quantity of information available, these counts give a sense of the breadth of coverage in the topic areas.

Total number of records in multicultural education were 9,452. This indicates a large reservoir of articles and documents on multicultural, intercultural, racial and ethnic issues selected from 1992 to the present.

Step 2. Depth of Coverage. Table 2 illustrates the numbers of bibliographies obtained for each cultural group. Comparing the bibliographies of the three cultural groups, 42% cover women, 33% cover American Indians, and 24.5% cover African Americans.

Table 2. Cultural Group Bibliographies on ERIC

	Total	Percent	Children's Literature		Exclusive Coverage	
African Am.	39	24.50%	8	20.50%	19	48.70%
Am. Indians	53	33.30%	15	28.30%	34	64.20%
Women	67	42.10%	5	14.50%	43	64.20%
Total	159	99.90%				

African Americans. Thirty-nine bibliographies contain material on African Americans. Of these, eight (20.5%) focus on children's literature, 19 (48.7%) cover African Americans exclusively. Most of the bibliographies on African Americans are limited in scope--special formats for the blind, audio-visual materials, topics of dance, baseball, Malcolm X or children's literature. Only one exhaustive general bibliography on African Americans has been located on ERIC, *Guide to Selected African-American Materials in the UTK Libraries* by Bridges and Prescod (1993).

American Indians. Fifty-three bibliographies contain references on American Indians. Of these, 15 (28.3%) focus on children's literature; 34 (64.2%) cover American Indians exclusively. These bibliographies reflect a broad concern for social problems, history, and language, as well as children's literature and teaching resources. Several are exhaustive listings of primary sources and fugitive materials.

Women. Sixty-seven bibliographies contain material on women's issues. Of these, five (14.5%) focus on children's literature; 43 (64%) cover women's issues exclusively. These bibliographies range widely over topics such as sex bias and stereotyping, women at work, women in higher education, women athletes, poets, and authors, women of the frontier, women of color and women of Appalachia. Many are exhaustive listings of primary sources and fugitive materials. Women's bibliographies include the fewest lists of children's books, indicating a higher percentage of research material in this field.

These findings indicate a scarcity of research materials on African Americans in the ERIC database. Although references to African Americans appear in many of the multicultural bibliographies, a shortage of substantive single-issue bibliographies indicates a serious gap in ERIC's depth of coverage in that field. This lack made it difficult to obtain bibliographies for this investigation.

Half of all the bibliographies retrieved were in the broad arena of multicultural research (see Table 3), including multilingual, cross-cultural, and intercultural materials, as well as references to discrimination and bias. Of these bibliographies, 26 (19.4%) focus on children's literature. Many of the 134 bibliographies are extensive and cover diverse approaches to the field of multicultural research.

Table 3. Multicultural Bibliographies on ERIC

	Total		Children's Literature		Exclusive Coverage	
Multicultural	134	45.7%	26	19.4%	n/a	n/a

The many in-depth bibliographies include such diverse topics as immigrants, discrimination, comparative linguistics, and multiple sources of children's literature and curriculum materials.

In terms of children's literature, the average number of bibliographies of books for children or young adults in the four topic areas is 16%, the lowest percentage being on women (14.5%), the highest on American Indians (28.3%). Children's literature is an important resource for teachers, but does not indicate the availability of research literature. A range of 16-20% seems appropriate to devote to children's titles, allowing a substantial collection of materials to support higher level research for secondary and post-secondary students and educators.

Step 3. Journal Titles. Table 4 illustrates the number of journal titles identified in various bibliographies that were actually cited in ERIC. Of 132 titles identified, 49 were cited in ERIC. The average percent of coverage was 38.7%. African American journals were well above the average, women's journals well below.

Table 4. Journal Titles Cited in ERIC

	No. Identified	No. in ERIC	Percent
African Americans	24	15	62.5%
American Indians	25	8	32.0%
Women	38	6	15.8%
Multicultural	45	20	44.4%
TOTALS	132	49	

African American Studies. Twenty-four journals were identified with African American focus, of which 13 are listed in CIJE's "Source Journals Index" (May 1995). Two others have been cited in the ERIC

CD-ROM for January 1992-March 1995. Thus 15 journals, or 62.5% of the titles cited by the selected bibliographies, are referenced in ERIC.

American Indian Studies. Twenty-five journals were identified with American Indian focus, of which eight, or 32%, are indexed in ERIC.

Women's Studies. Thirty-eight journals were identified with women's themes, of which six, or 15.8%, are indexed in ERIC.

Multicultural Studies. Forty-five journals were identified with multicultural themes, of which 18 are listed in "Source Journals Index" (May 1995). Two others have been cited in the ERIC CD-ROM for 1992-March 1995. Thus 20 journals, or 44.4%, were indexed in ERIC.

Comparing the four topic areas, African Americans are best represented in journal titles, followed by Multicultural Issues, American Indians and Women. The lack of references to women's studies journals is especially noteworthy.

Step 4. Subject Access. The new 13th edition of the *Thesaurus of ERIC Descriptors* (1995) has added a number of new descriptors to enhance subject access to multicultural issues. The following descriptors support women's research: Caregiver Child Relationship, Caregiver Role, Feminization of Poverty, and Rural Women.

For American Indian research, 18 new descriptors enable more precise searching with the addition of 16 names of native American tribes or groups, including the variant names Dakota and Lakota, as well as Tribal Government and Tribally Controlled Education. These improvements are essential to the effective study of the diverse American Indian cultures.

Other new descriptors that enhance subject access to multicultural research include Cultural Literacy, Cultural Maintenance, Disability Discrimination, Diversity (Institutional), Homophobia, Inclusive Schools, Normalization (Disabilities), Punjabi, and Romanian. (Houston 1995, ix-x). The terms Negro Housing and Black Housing have been eliminated, along with Ethnic Grouping, Racial Characteristics, and Racism. (Houston 1995, xii.)

DISCUSSION AND CONCLUSIONS

The findings in this investigation are very preliminary; however, they tend to point to the following conclusions:

○ ERIC offers a broad range of materials on multicultural education, representing pedagogical issues, resources for the classroom, and information on many cultural groups.

○ In terms of bibliographies, ERIC appears to be strongest in multicultural and women's issues, weaker in American Indian studies, weakest for materials on African Americans. This indicates the relative depth of coverage and the degree to which nontraditional information sources are available.

○ For journal access, ERIC appears to be strong in multicultural issues and African American studies, weaker in American Indian studies, weakest in women's issues. This indicates the degree of recognition of the journal literature for ERIC selection purposes.

○ Descriptors provide excellent access to issues of multicultural education but uneven access to individual cultural group issues, both because of descriptors that are too broad and because of selection practices.

These results seem to indicate an interesting balance between journals and bibliographies as sources of information. Where there are fewer journals indexed (women's studies), there are more bibliographies. Where there are more journals (African Americans), there are fewer bibliographies. These two issues are not necessarily even tradeoffs. The price for this balance is limited access to Feminist journals and African American bibliographies.

Further study is needed to identify additonal women's studies journals of quality with education-related contents. The lack of representation of feminist material seems to underline Grant and Millar's (1992) findings that multicultural research by women is not accepted as quality research among mainstream reviewers.

Throughout the four topic areas, bibliographies give uneven coverage of groups and issues--deep in one geographic area or community issue, with no coverage in other areas. A policy of commissioning bibliographies for the ERIC document collection could help to remedy this unevenness. The lack of scholarly bibliographies in African American studies is a critical limitation to the depth of research available for educators developing curricula in this area. Fugitive materials and primary sources become virtually inaccessible without adequate bibliographies. Though some of these references may be available in other more specialized databases and indexes, it is the ERIC database that is most universally available to teachers.

What do these findings mean for librarians advising graduate students in education? ERIC is a rich and comprehensive research tool. Coverage of multicultural issues is extensive and growing. Access is improving as new descriptors are added to the *Thesaurus of ERIC Descriptors*. Bibliographies give access to primary sources and fugitive material in many fields, though not all. For most curriculum development purposes, students are not unduly limited by relying exclusively on ERIC; however, deep research into specific cultural areas will require access to more specialized indexes. Following are selected databases and indexes in the chosen topic areas:

- ○ *Alternative Press Index*
- ○ *America History and Life*
- ○ *American Indian Index*
- ○ *Bibliography of Native North Americans on Disc*
- ○ *Ethnic NewsWatch on CD-ROM*
- ○ *Human Relations Area Files (HRAF)*
- ○ *Index to Black Periodicals*
- ○ *Women's Studies Abstracts*

To guide students searching on ERIC and other resources, librarians could suggest a combination of strategies using the thesaurus to select descriptors, then enhancing the search with free-text searching for precise cultural concepts and concerns.

Several areas invite further research. A more controlled investigation should further evaluate journal titles on ERIC. Additonal investigations should address ERIC's resources in other cultural areas, such as Hispanic American studies, Asian American studies, gay and lesbian concerns, disabled cultures, mountain, urban and rural cultures. Other databases such as PsycLIT should also be examined.

Multicultural issues impact every aspect of American society in every geographic region. ERIC is leading the way in providing information to enlighten these issues for educators, but could do more to broaden and deepen access to ethnic and cultural information. I look forward to continuing this examination of ERIC and broadening it to other databases in the ongoing effort to provide the most appropriate resources for the Lesley College community, both on-campus and off-campus.

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Plugging Library Services Into Interactive Instructional Television (IITV) Classes

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The use of Interactive Instructional Television (IITV) for instructing students at remote sites has become increasingly popular at Northern Arizona University. Through this medium a faculty member interacts with students at one or several remote sites. Instruction is done in live time, is fully interactive and can originate or be received at any of the IITV sites. IITV has several advantages such as allowing a class that has small enrollments at the remote sites to gather enough students to make the class feasible. It also allows remote students to share a class with and interact with students at other remote sites and with students on the Flagstaff campus. Students can take classes close to their homes instead of commuting to Flagstaff and faculty can teach classes without traveling to the remote sites.

Meeting the library needs of students who are geographically removed from Flagstaff has been the responsibility of the Field Services Department of Cline Library since 1985. Traditionally statewide classes are taught throughout Arizona in classrooms with an instructor from that region or from the Flagstaff campus. Student enrollment in field-based classes rose from 1,907 in Fall 1986 to 4,055 in Fall 1994. (Northern Arizona University 1995)

The Field Services Department provides for statewide classes from the Cline Library collections. Students receive a toll-free number through which they request computer searches, journal articles, books, and other services. When the classes are taught on community college campuses, Cline Library arranges with the community college libraries for space in which to place reserve collections. Students are encouraged to use local community college and public libraries but always have the option of using the Field Services Department. This program successfully meets the needs of the statewide classes.

IITV classes started in Spring 1990 and have grown from 240 students enrolled at the Flagstaff campus and 126 in Yuma in Fall 1990 to Fall 1994 enrollments of 545 in Flagstaff, 195 in Yuma, 60 in Kingman, 35 in Holbrook and eight at Keams Canyon. In Spring 1995, classes were added in Kayenta and Tuba City and, in the future, the IITV system will expand to include Prescott, Lake Havasu City, Central Arizona College-Coolidge, and Estrella Mountain Community College-Phoenix. (Williamson 1995)

NAU's statewide programs lease instructional space throughout the state from school districts and community colleges. The IITV classes are taught at community colleges and, on the Navajo and Hopi reservations, on high school campuses. Since community college collections and library policies vary, library services for IITV classes are handled differently at the several locations. Therefore, establishing library services for these classes takes more time and resources than traditional field-based classes. An activity that can be handled once for on-campus or traditional statewide classes must be repeated at each instructional site.

Students enrolled in the same classe but taking the class in different location s have the following options. Flagstaff students use Cline Library. Yuma students use Arizona Western College (AWC) library. Students in Kingman and Holbrook use their community college libraries or use Cline Library Field Services Department via the toll-free number. All other sites are encouraged to use local libraries but the Cline Library Field Services Department expects to provide the materials for them. To illustrate how the Field Services Department expands basic services to cover remote sites, the following will be addressed: reserves, library collections, reading lists, interlibrary loans, faculty contact, bibliographic instruction, technology and evaluation.

RESERVES

Faculty give the Field Services Department books and journal articles to place on reserve. Since each IITV site is at a different community college, or high school, each community college library is contacted separately to set up reserves for the semester. Books and articles are prepared and sent to meet the requirements of the host library. Checkout times match the host library's policy. Different reserve policies are in place and are communicated to the faculty and students. A flier detailing library hours and policies are prepared for each site.

For classes taught on high school campuses, reserves are handled through the Field Services department. High school libraries are not open the same hours as the IITV classes and they lack a secure place with personnel to handle checkouts or reserves.

One example of preparing access to materials is shown in music classes' reserves. The professor, who lives in and teaches from Flagstaff has excerpts from music selections taped. Flagstaff students may listen to the tape in Cline Library or purchase the tape from Cline Media Department. Students in Yuma may listen to the tape in Arizona Western College library or have a copy made on a self-provided blank tape at no cost. In Kingman or Holbrook the student can listen to the tape in the library or purchase a tape through the Cline Field Services Department via the toll-free number. In Tuba City, Keams Canyon or Kayenta the student may purchase a tape through the Cline Library Field Services Department.

LIBRARY COLLECTIONS

When a faculty member places a book on reserve a separate copy needs to be in place at each site. If Cline Library does not own sufficient copies, additional copies are ordered. Care is taken to see that the same edition is on reserve in each site. If older materials are used they may be out of print and the faculty member decides whether to keep them on reserve in Flagstaff even if they are not available in the field. Since community colleges have been willing to place their materials on reserve for NAU classes, we check with them before we purchase. This saves unnecessary duplication of titles.

Duplicate copies of journal articles and music tapes are placed on reserve at each site. Access to videotapes by remote sites is handled by NAU Television Services. They arrange for copyright clearance or duplicate copies.

At the end of the semester, the Field Services department arranges to have the material removed from reserve and returned to Cline Library. Faculty member's personal copies are then returned to the faculty member and Cline Library books are returned to the shelves.

READING LISTS

Faculty request that students read books from reading lists. These lists may be short (one page) or long (fifteen pages or more). In some cases students are given extra credit for reading certain books. Flagstaff students have an advantage because of the accessibility of Cline Library. For remote students the Field Services department asks community college libraries to check the reading lists against their collections and we place some of the books on reserve in their libraries. Otherwise, books are sent from Cline Library at the request of the student.

The Field Services department prepares bibliographies which lists books from Cline Library which support each class. This provides the faculty member with an alternative to placing materials on reserve. Students may request that materials from the list be mailed directlyt to them.

INTERLIBRARY LOANS

Community colleges differ in their library policies for NAU students. Since IITV classes are joint ventures between campuses, some libraries treat NAU students as they do their own students. This means that, in addition to regular book checkouts, NAU students can also request interlibrary loan materials through the library and receive documents through the library's fax machine. At other libraries the NAU privileges are limited to book checkouts. Therefore, the Field Services department recommends that students at remote sites utilize Cline Library's Interlibrary Loan Department through the toll-free number.

FACULTY CONTACT

A member of the Field Services department gives a presentation at the orientation session for new IITV faculty. Because providing access to students at remote sites is different than what the faculty member is used to in teaching a Flagstaff class, the logistics of placing materials on reserve and arranging for bibliographic instruction is covered. A timeline for requesting library materials is part of the presentation. This opportunity to meet the faculty is never available with non-IITV faculty, because the faculty do not meet as a group.

BIBLIOGRAPHIC INSTRUCTION

For bibliographic instruction, Flagstaff students are instructed in Cline Library, Yuma students are instructed in the AWC library and all other students receive instruction in the IITV classroom using the IITV technology. Thus, three librarians are involved where one would be in a class offered solely on the Flagstaff campus or in a class taught in the traditional statewide classroom.

Students who take classes in Flagstaff or Yuma can be instructed in libraries where they can get hands-on experience. Instruction via IITV allows the librarian to demonstrate the equipment but students do not have access to the equipment and cannot tour the library or browse the collections.

TECHNOLOGY

Personal computers, used to access the Cline Library online catalog and databases, have been placed in Mohave Community College-Kingman and Northland Pioneer College-Holbrook to support both the statewide classes and the IITV classes. Considered the basic piece of library equipment for an IITV class, personal computers will need to be placed in each IITV site to allow students to identify materials needed for their classes.

NAU-Carl, Cline Library's online catalog can be accessed through a toll-free number. This access is used by many statewide students. However, in some areas in Arizona the telephone system is unreliable and needs to be upgraded for data transmission. Many students throughout the state do not have access to personal computers with modems and cannot access NAU-Carl. Placing personal computers at community colleges and high schools has provided a partial solution to this access but for students who drive long distances and who have limited time on campuses the Field Services department offers mediated searching and document delivery.

EVALUATIONS

A representative sample of students and faculty in statewide programs was asked to evaluate library services as part of a Cline Library survey administered by the Social Research Laboratory of the College of Social and Behavioral Sciences in Spring 1994. In order to get feedback specific to the IITV classes, the Field Services department administered a library survey in Spring 1995. When completed, the analysis of this survey should provide information that will aid in improving the service.

THE FUTURE

Teaching classes via IITV is expanding. Approximately twenty-five classes per semester were offered in 1993/94, fifty in 1994/95 and seventy classes per semester are projected for 1995/96. In addition to the programs that are currently being transmitted, new programs are being considered. At the same time, demands on library services within Cline Library are increasing in number, particularly in document delivery and media services. The library staff is reviewing the current organization of library services to assure that all students, regardless of where the class is being held, have speedy access to materials.

The planning process for statewide and IITV classes involves many campus departments which do not operate under an single "IITV" umbrella. Cline Library is involved at several level in the process. This involvement needs to be increased and , as the university moves towards expanding the network and increasing the class offerings, library concerns need to be taken into consideration early in the process.

Cline Library will continue to push the access to the material off campus by placing personal computers at community colleges, by having dial-in access to databases and by instructing students and faculty in use of internet resources. The Special Collections and Archives department of Cline Library is running a pilot project in Fall 1995 in which images will be digitized and transmitted to computers in the field. Perhaps this technology will allow us to digitize reserve materials, have the originals in Flagstaff and let the students call them up in the field. (Blumenstyk 1995)

To meet the needs of nursing students taking classes at Ganado, on the Navajo reservation, the library has partnered with NAU's Nursing Education Center to set up a personal computer, a library collection and a fax machine in the Sage Memorial Hospital. These materials will be available to NAU students from that region. The nurses will be taking classes via IITV at Keams Canyon.

Cline Library needs to continue to work closely with community college libraries. Having NAU students use community college libraries relieves us of part of our workload but it increases the workload at the host library. Interlibrary relationships need to be reexamined in light of how NAU can enhance the libraries with whom we interact.

This enhancement can take many forms such as providing NAU Carl access or by placing materials on reserve in the field. Community college library collections meet the needs of their curriculum. To provide library services to NAU students in upper-division classes or in programs that are not taught at the community college, the collections need to be enhanced in books and access to journals. Subscriptions to full-text databases, accessible through the internet would allow students to locate articles and to print them. Full-text access would relieve the workload on the Field Services department and the community college libraries.

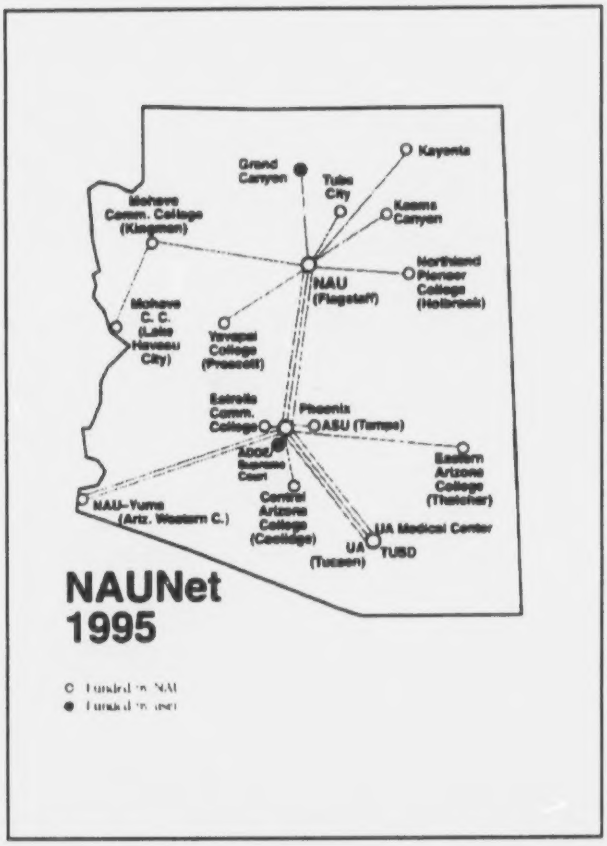
If the trend towards incorporating moving images and sounds into "electronic papers" is adopted on the NAU campus we will need to invest in equipment at remote sites and in staffing in Cline Library to prepare the material for transmission. (Elmore 1992) Access to the audio and video collections and the material in the Special Collections and Archives will be sought by faculty and students alike.

The Field Services Department needs to reconsider instruction in the field, with consistency in the bibliographic instruction offered in Flagstaff, Yuma and the remote sites as the goal. Students need to search databases and the internet and they need instruction that provides opportunities to practice. IITV students need computer classrooms in which instruction can be given and students can practice under the supervision of the instructor. Ideally such a classroom would be located within Cline Library and would be connected to similar classrooms at each IITV site. Through interactive technology the librarian could instruct in the use of the library OPAC, electronic databases and the internet. (Wielhorski 1994) The classroom would have workstations where students use applications software to cut and paste search results into their documents. The classroom would also be able to access multimedia or digitized images that the student could use to enhance a report.

As faculty, staff and IITV staff become more dependent upon technology the needs for training will be more pressing. Cline Library will need to continually upgrade the librarian's skills in internet access, use of the library online access system, digitized images, database searching and any other area we know the classes will use.

Currently Cline Library offers statewide students a toll-free request line with voice mail, toll-free access to NAU Carl, electronic mail, a fax machine that receives requests and delivers document and mail services. The IITV network also allows for face-to-face conversation with students. The Field Services department could offer scheduled "office hours" on IITV, times in which students could meet with a librarian and discuss library search strategies. It could be an interactive reference desk.

The challenge of providing library services to off-campus students increases with each new technology used in classroom instruction. The services the library provides are basic, only the methods of access and delivery change. Librarians must adopt new technologies as they appear and continue to adapt programs to provide the best access to the broadest base of knowledge that is available. Barriers caused by time and distance must be removed so that remote users have the tools necessary to a successful university education.


Kayenta
Grand Canyon
Tuba City
Mohave Comm. College (Kingman)
Keams Canyon
NAU (Flagstaff)
Northland Pioneer College (Holbrook)
Mohave C. C. (Lake Havasu City)
Yavapai College (Prescott)
Estrella Comm. College
Phoenix
ASU (Tempe)
ADOC Supreme Court
Eastern Arizona College (Thatcher)
NAU-Yuma (Ariz. Western C.)
Central Arizona College (Coolidge)
UA Medical Center
UA (Tucson)
TUSD
NAUNet 1995
○ Funded by NAU
● Funded by user

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Assessment of Faculty Awareness and Attitudes Regarding Library Services to Off-Campus Students

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INTRODUCTION

National-Louis University (NLU) is a private, coeducational, independent institution that offers accredited bachelor's, master's and doctoral degrees. NLU's three colleges (College of Arts and Sciences (CAS), College of Management and Business (CMB), and National College of Education (NCE)) offer programs in areas including business, education, human services, allied health, and computer information systems. The university serves more than 16,500 students annually at its five Chicago-area campuses, at additional sites in Illinois, and at academic centers in St. Louis, Missouri; McLean, Virginia/Washington, DC; Tampa/Orlando, Florida; Milwaukee/Beloit, Wisconsin; Atlanta, Georgia; Heidelberg, Germany; and Novy Sacz, Poland. Since 1978 National-Louis University has been a leader in delivering field-based nontraditional programs, making continued education accessible to working adults.

The University Library has played an integral role in the development of NLU's off-campus programming from the beginning. Each curricular program offered includes a library instruction component which is taught by a member of the library faculty. Other library services, coordinated from the Evanston Campus Library in Illinois, include toll-free reference and research assistance; free interlibrary loan/document delivery service; free database searches by faculty librarians; and dial access to the library catalog. The University Library has also established small book, journal, and electronic resources collections at the academic centers.

STATEMENT OF THE PROBLEM

National-Louis University has undertaken a university-wide assessment process to determine whether the institution is fulfilling its stated mission and providing the highest possible level of service to its students. The University Library is participating in this assessment process by reviewing its collections, procedures and services. NLU library faculty, like many other academic librarians, have considered students the primary stakeholders when assessing satisfaction with library services and resources. For example, Craig and Schultz (1993) surveyed the perceptions of off-campus students relating to bibliographic instruction. Although a great deal of attention has been focused on students, an assessment of the faculty's understanding of library services has not been conducted at NLU. "Discussion of faculty attitudes toward library instruction seldom appear in the professional literature, especially in situations where such instruction is voluntary and must be at least partially initiated by the classroom instructor." (Thomas and Ensor 1984, 432)

This paper is a report on a University Library study of faculty awareness of library services and level of satisfaction with those services. Although it is important to determine student attitudes and needs, students comprise only one of the groups affected by the delivery of library services and support. "Stakeholders in the delivery of off-campus library services are college administrators and faculty, professional college librarians, and students enrolled at off-campus sites." (Brown and Reiseck 1994, 36) The authors feel that faculty support of library services is critical to the success of the academic programs.

As curricula change and evolve within the institution, as enrollment and numbers of full-time faculty increase, and as developing technology impacts the library, we have questioned the faculty's level of awareness and satisfaction with library services. "Faculty must be aware of information resources and services provided by the library..." (Cannon 1994, 524) Since faculty guide and support student use of library materials and services, we felt that a complete assessment of the University Library is not possible without faculty input. "With advances in technology, electronic library literacy has become more crucial. At the same time these advances have created more obstacles to student competency in information retrieval. As a result, more than ever before, librarians need the cooperation of their teaching colleagues." (Maynard 1990, 67)

METHODOLOGY

A survey instrument was designed by the authors to investigate the awareness of and satisfaction with NLU library services of all full-time faculty based at academic centers outside the state of Illinois within the continental United States. The locations surveyed were Atlanta, Beloit, McLean/Washington DC, Milwaukee, St. Louis, and Tampa. The faculty surveyed represent all three colleges within NLU (Arts and Sciences, Management and Business, and Education). The faculty to be surveyed were identified through the Academic Affairs and Human Resources offices. The cover letter and survey (Appendix A) were mailed to all thirty-five full-time faculty at the academic centers outside Illinois.

RESULTS

Of the 35 surveys sent, 24 were returned for a 69% response rate (percentages have been rounded). One respondent did not identify his/her college. The remaining 23 returns by college showed the greatest response rate from the NCE faculty (12 of 13, 92%). The CAS faculty had the second greatest response rate (5 of 7, 74%), and the CMB response was the lowest (6 of 15, 38%). Statistically these responses were within an acceptable range for analysis. Returns by location were: Atlanta (4 of 6, 67%), Beloit (3 of 3, 100%), McLean/DC (4 of 9, 44%), Milwaukee (3 of 3, 100%), St. Louis (6 of 8, 75%), Tampa (4 of 6, 67%).

In response to the question about whether their assignments require library use (#3), 23 of the 24 respondents (96%) indicated that they require such work from their students. The next question (#4) asked about the faculty members' knowledge of whether their students used the NLU library to complete those assignments. The response to this question was identical to that of the previous question. Twenty-three respondents (96%) believed that their students had used NLU library resources to complete their assignments.

Questions five through eight dealt with library instruction sessions. Question five asked if a library instruction session is included in their program's curriculum. Five respondents (21%) said no, 16 (67%) said yes, and three (13%) did not respond. Question six asked whether the faculty member had requested a library instruction session if one was not included in the existing curriculum. Of the five respondents who stated that a library instruction session was not included in their curriculum, four had requested a session. Question seven asked their opinion about the inclusion of library instruction in their curriculum. Of the 19 who responded to this question, 16 (84%) said that one should be included. Responses to question 8 indicated that 23 of the 24 faculty (96%) had attended a library instruction session.

Questions 9 through 25 listed the major services provided by the University Library. Each question consisted of two parts. The faculty were first asked to indicate whether they were aware of each service. If they were aware of the service, they were asked to indicate their level of satisfaction with each service on a 5-point Likert scale (with 5 equalling most satisfied).

The highest level of awareness was indicated for two NLU library services (#9 and #19); library instruction sessions taught by NLU library faculty members (96%), and interlibrary loan/document delivery through the Evanston Campus (96%).

Respondents indicated the lowest level of awareness of two of the listed library services. Seventeen (71%) of the faculty were aware that the library offered assistance in identifying local library resources (#23), and 19 (79%) were aware that they could initiate direct loans of NLU library materials through computer access either at the academic center or through a home computer (#15).

The faculty were asked to rate their satisfaction level for each service on a 5-point Likert scale. The average of those ratings for questions nine through 25 was 3.9 of 5. Question 26 asked each respondent to indicate his/her overall level of satisfaction with library services. The average of their overall satisfaction (#26) was 4.2 of 5.

The final two questions on the survey were open-ended. Questions 27 and 28 asked faculty to identify the library services with which they were most and least satisfied. The majority of the respondents (17 or 71%) were most satisfied with the librarians. Included in the faculty's responses about the librarians were comments about their helpfulness, their willingness to assist, and the benefits of the library instruction session. Seven comments also indicated that they were most satisfied with the online catalog and/or the electronic resources available to them at the academic centers. Faculty were least satisfied with the print resources at their academic centers and with the lack of full-time library personnel to assist the students and faculty with library research needs. Ten respondents (42%) commented on the lack of adequate resources. A majority of the respondents from one academic center indicated that a major dissatisfaction was the lack of full-time library personnel at their center.

CONCLUSIONS AND FUTURE DIRECTIONS

The results of this survey will be used to determine the future direction of library services in such areas as bibliographic instruction, collection development, interlibrary loan/document delivery, staffing and other services. It was gratifying to learn from these survey results the overall high satisfaction level displayed by the faculty. Their comments highlighted the importance the faculty place on librarians at both the academic centers and the Chicago-area campuses. This was a positive indicator of the value placed on the library, its personnel and services.

Since 23 of the 24 respondents indicated a high level of satisfaction with library services, and the same 23 had also attended a library instruction session, it was clear to the authors that library instruction sessions were an important factor in publicizing library services and resources. The only respondent to indicate low overall satisfaction with library services was also the only one who has never attended a library instruction session. The only service this faculty member was aware of was the provision of interlibrary loan/document delivery services from the Evanston Campus. This points out the benefits to be derived from attendance at library instruction sessions for the faculty as well as the students. However, the NLU library faculty still need to develop other methods of educating the faculty about library resources and services. The development of a flyer, a brochure and/or a videotape highlighting library services would be helpful to faculty and students alike.

The responses indicated that access to and delivery of information are important aspects of library support. Full-text databases and access to online library resources represent an important component of off-campus library support. NLU currently provides full-text image databases at two of the academic centers (McLean and Atlanta). The University Library plans to add such resources to the other centers as the budget allows. The faculty also indicate that technology alone is not enough. Their responses to three of the questions (#21, #22, #28) demonstrate that a larger collection of books and current journals at each center is important to them.

Staffing is also a concern of the faculty. Those at locations with more local library staff and services seem to be more aware of and satisfied with library services than those faculty at locations with no full-time library staff and limited resources. The two open-ended questions generated some interesting responses. Seventeen of the 24 respondents identified teaching and assistance by NLU librarians as the most satisfying of the library services identified in the survey. This response, coupled with indications that the lack of a local librarian was the least satisfying aspect of library support, strongly suggests that an important next step for the University Library should be to move to a more intensive staffing model that utilizes full-time staff at each academic center. The University Library faculty and Dean have been discussing such needs for the past few years and have proposed the implementation of a new model in the 1995-96 academic year. This model would place a full-time paraprofessional at each academic center to provide daily library support for the students and faculty of the center. In addition, the University Library plans to continue to employ a local professional librarian to teach library instructions and facilitate student and faculty research needs.

This results of this survey have provided information that the University Library faculty can use for future planning. "...output measures enable librarians to determine the degree to which objectives are accomplished, set priorities for resource allocation, justify services, and demonstrate the degree of library effectiveness..." (VanHouse, Weil, and McClure 1990, 13) Although the survey responses indicate that the overall level of satisfaction with the NLU library services (#26) is very high (4.2 of 5), there are still areas in which improvement is not only possible but necessary. The librarians need to review existing procedures and identify additional methods of educating the NLU faculty about available library resources and services. The next step in this process is to expand the scope of our research and begin to collect similar information from the Chicago-area faculty and ultimately from the adjunct faculty at all locations.

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APPENDIX A

SURVEY OF LIBRARY SERVICES

Please circle

1.	**COLLEGE:**	CAS	CMB	NCE
2.	**PRIMARY LOCATION:**	ATLANTA	BELOIT	MCLEAN
		MILWAUKEE	ST. LOUIS	TAMPA
		WASHINGTON,DC		

3. Do you assign papers, reports or presentations which require the use of a library?

NO YES

COMMENTS ____________________

4. To your knowledge, do your students use NLU library resources and/or services to complete their assignments?

NO YES

COMMENTS ____________________

5. Is a library instruction session included in the curriculum for the program in which you teach?

NO YES

COMMENTS ____________________

6. If no, have you requested a library instruction session for your students?

NO YES

COMMENTS ____________________

7. Should a library instruction session be included in the curriculum for the program in which you teach?

NO YES

COMMENTS ____________________

8. Have you ever attended a library instruction session taught by an NLU librarian?

NO YES

COMMENTS ____________________

For each question below please circle NO or YES. For YES answers, please circle the number that indicates your level of satisfaction with that service.

Are you aware that the NLU library offers:

9. library instruction sessions taught by an NLU library faculty member?

low high
NO YES 1 2 3 4 5

10. the *Library Research Manual*, a text written by the NLU library faculty?

low high
NO YES 1 2 3 4 5

11. hands-on training in the use of electronic resources by an NLU library faculty member?

low high
NO YES 1 2 3 4 5

12. a toll-free number for reference and research assistance?

low high
NO YES 1 2 3 4 5

13. a toll-free number for computer access to the library catalog (ILLINET Online)?

low high
NO YES 1 2 3 4 5

14. database searches (electronic indexes) by NLU faculty librarians?

low high
NO YES 1 2 3 4 5

15. the ability to borrow books from the NLU library using the library computer at your academic center and/or your home or office computer?

low high
NO YES 1 2 3 4 5

16. the ability to borrow books from 44 other academic libraries in Illinois using the library computer at your academic center and/or your home or office computer?

low high
NO YES 1 2 3 4 5

17. the ability to search compact disk (CD-ROM) databases (indexes to journal citations) at your academic center?

low high
NO YES 1 2 3 4 5

18. the ability to search online databases (indexes to journal citations) through ILLINET Online using the library computer at your academic center and/or your home or office computer?

low high
NO YES 1 2 3 4 5

19. interlibrary loan services through the Evanston Campus?

low high
NO YES 1 2 3 4 5

20. delivery of library materials to student/faculty homes via FAX, UPS, and US MAIL?

low high
NO YES 1 2 3 4 5

21. a small book collection at your academic center?

low high
NO YES 1 2 3 4 5

22. a small collection of current journals at your academic center?

low high
NO YES 1 2 3 4 5

23. assistance in identifying other library resources in your area?

low high
NO YES 1 2 3 4 5

24. the option of receiving borrowing privileges at a library in your area?

low high
NO YES 1 2 3 4 5

25. access to films, videotapes, and software?

low high
NO YES 1 2 3 4 5

26. What is your overall level of satisfaction with the NLU library services?

low high
NO YES 1 2 3 4 5

27. What are you MOST satisfied with?

28. What are you LEAST satisfied with?

Please return completed survey in the enclosed stamped envelope by **APRIL 28, 1995**.

STARS:
Navigating Distance Education Library Services Between Islands

Ramona Kincaid
Kauai Community College Library

Lillian Mangum
Maui Community College Library

Paula Mochida
University of Hawaii at Manoa Library

Ellen Okuma
Hawaii Community College/University of Hawaii at Hilo Library

INTRODUCTION

Post secondary distance education was mandated by the Hawaii State Legislature in 1989 in response to constituents throughout the Hawaiian islands and in the rural areas of Oahu. The local economy and the physical barriers of the island counties precipitated the demand from citizens for distance higher education opportunities. There currently are 5,000 student registrations each year in the 280 University of Hawaii system-wide distance education courses. Although there are classes taught with regular on-site instruction by faculty, the most far-reaching method is by interactive television, HITS (Hawaii Interactive Television System) and Skybridge.

A centralized office for the University's distance education program to date has not been established. Resources for the programs and the academic support services, such as the library, have been inconsistent and uncoordinated. University campus libraries developed services independent of one another in reaction to demands and not in anticipation of real needs. The resulting services were disparate, unequal, confusing, and of poor quality.

All ten campuses of the University of Hawaii system offer distance education courses. The main campus of the University of Hawaii at Manoa (UH Manoa) offers eleven baccalaureate and masters degrees in education, social work, nursing, business administration, and liberal studies at sites on six islands. During the fall of 1993 librarians at UH Manoa and the campuses that simultaneously receive the UH Manoa courses decided to mobilize. They established an electronic mail group address for easier communication. In the spring of 1994, the librarians held discussions utilizing the university's interisland Hawaii Interactive Television System (HITS). The HITS meetings gave the distance education librarians a chance to formally share the impact outreach programs have made at each of their sites. By the second meeting, it became apparent that "STARS" would determine the priorities for library support and a plan of action .

Meeting **student** needs and establishing **teacher** contacts became primary goals. For the neighbor island students on Kauai and Maui, direct library access is limited to community college collections. Hawaii Island students have access to the shared, undergraduate library of the University of Hawaii at Hilo and Hawaii Community College. Molokai and Lanai students are serviced by Maui Community College. Driving distance to a research library, such as Hamilton Library at the University of Hawaii at Manoa, on Oahu, is out of the question for neighbor islanders. Airfare averages around $100 round trip to Oahu. Defining the **administration** of the library program and coordinating the **resources** have improved communication and provided moral support among the librarians, and made services more equitable for the students and faculty. Attention to the **quality of service** ensures getting feedback from the students and faculty to constantly improve library services.

THE STUDENT

STUDENT research needs have determined what, and how, library services would be provided through the host campus and the outreach sites. [The term "outreach" is used interchangeably with "distance education" in this paper.] To determine needs distance education librarians at each site have concentrated on personal contact with the students. Visits are made to each class at the start of the semester. The Maui Community College outreach librarian includes visits to the sites on the islands of Molokai and Lanai.

Students typically fit the re-entry, non-traditional student profile. Unfamiliarity with the outreach campus libraries' holdings and services is the norm. In spite of the data and video technology connecting all of the islands, the librarians felt the "aloha" spirit needed to be preserved by way of personal contacts. In this way, each island's uniqueness is used to advantage with the combination of technology and the "aloha" touch of its distance education librarians. Library instruction at the sites is personalized and captures the strengths of the site library.

During the first few years of the distance education program, faculty reported that their students were most frustrated with the limited library hours and resources at the site libraries. Graduate students needed access to the holdings at UH Manoa. This was critical since it is the only research library within 3,000 miles.

Outreach site students wanted equitable and comparable resources and services as their peers enrolled in the same courses at the UH Manoa campus. Of course the distance between islands was a factor that did make their situation different. A major problem was that the growing numbers of requests for materials from the UH Manoa library could not be handled efficiently without organizational and procedural changes in the interlibrary loan department. In addition, requests taken at the neighbor island campuses were not handled consistently by each of the outreach site libraries. Some charged a fee for interlibrary loan while others did not.

Based on the needs of students the distance education STARS librarians supported or instituted services that have met the following goals.

TO PROVIDE EQUITABLE AND COMPARABLE RESOURCES:

- all UH libraries were on a two year timetable to move to the UHCARL (University of Hawaii CARL) online automated system by the fall of 1994. The outreach librarians were the most enthusiastic supporters of the UH Manoa systems librarians and staff who brought about the implementation of PAC and circulation modules. All campus library holdings were on UHCARL prior to the deadline.

- by January 1995, databases to support distance education as well as each site's students were added to UHCARL. For example, nursing is now supported through the inclusion of the Cumulative Index to Nursing and Allied Health (CINAHL) on UHCARL. The distance education business students have access to ABI/Inform on UHCARL, and education students benefit from ERIC on UHCARL. Expanded Academic Index ASAP is available on UHCARL via telnet to the IAC database, with approximately 25% of the information in full-text.

- a pilot program was initiated in the spring of 1995 for literature searches in MEDLINE for public health and nursing graduate distance education students. MEDLINE is unavailable at the neighbor island sites so DEERS (Distance Education Electronic Retrieval Service) offers mediated searching that is coordinated by the UH Manoa science and technology reference librarians with each site's outreach librarian via e-mail. Distance education students must also use e-mail for DEERS in order for the results to be transmitted. Students at Hawaii CC/UH Hilo are using a complementary service to DEERS but with end-user searching of MEDLINE on FirstSearch. A semester-end evaluation by students and librarians determined that both programs continue.

- internet access is now available at all of the sites. Some libraries provide access through UHCARL as a menu option to a University of Hawaii gopher while others refer students to the campus computer lab. Others utilize it as a reference tool for on-demand use.

TO PROVIDE EQUITABLE AND COMPARABLE SERVICES:

- library instruction has begun to include sessions originating from UH Manoa over HITS so that databases and resources that are common at all sites are covered. Librarians at each of the outreach sites then introduce students to resources that are specific to their campus libraries.

- the Interlibrary Loan Department (ILL) at UH Manoa was reorganized and separated into two--one with a high priority focus on serving UH students at all sites with minimum turn around time (now 3-5 working days instead of 2 weeks); and the second, External Services, to do fee-based ILL for non-UH users (community, etc.). ILL requests are faxed to UH Manoa. Books and photocopies are shipped via UPS second day air. Because of the improved service, requests for books and photocopies of articles from distance education students has doubled in the last year.

- subsidies for distance education interlibrary loan requests have been instituted and standardized. Anything outside of the UH system is a $3.00 flat fee. Books and photocopies from UH Manoa are free because of funding from the College of Continuing Education and Community Services. Deposit accounts have been established for each site for article delivery direct from UnCover. ILL coupons have also been provided by UH Manoa for subsidizing requests from the private Hawaii Medical Library on Oahu.

THE TEACHERS

Due to the variety and multiplicity of course offerings, the HITS faculty come from diverse teaching backgrounds. They may teach "onsite" flying to an island every week for their classes or they may teach simultaneously on four to six islands via the interactive television system. On Maui, the Bachelors in Elementary Education cohort, also includes the islands of Molokai and Lanai. This group is taught over Skybridge, an interactive television system linked by satellite. Instructors range from part-time lecturers to full-time faculty members. They may or may not have offices on campus at UH Manoa which makes communication difficult especially when computer email access may not be available.

These types of communication problems produced some disturbing results. Because of the lack of coordinated library services in the early years of distance education, faculty restructured their course outlines to eliminate or reduce research related assignments. Massive photocopying of articles and other materials was done and placed on reserve at each receive site. In some cases the instructor's research assistant would look up and retrieve information and send it to students. Many teachers also placed their personal books on reserve for their students. This lack of research assignments for classes that routinely required them caused a disparity in the education of distance education students. Outreach students were deprived of the opportunity to conduct their own research and thus become knowledgeable about library resources, search methods and strategies, and the whole process of information gathering. To alleviate this situation site librarians launched their own PR campaign to inform teachers about library services. Information packets were sent to each instructor from each site. Oftentimes phone contact followed.

As a result of the STARS action plan, the UH system outreach librarians have focused their attention on informing all distance education faculty of the wide variety of the newly coordinated library services. In the 1995 spring semester, an informational brochure, *Library Services for UH Manoa Distance Education Programs* was created specifically for distance education teachers. Contents include information on electronic data bases, interlibrary loan procedures, and requesting library instruction and reserve materials, UHCARL online catalog resources, reference librarian contacts, and neighbor island library hours. Increases in outreach site remote access statistics to the UH Manoa library and in the number of interlibrary loan requests are indicative of a rise in library research.

Other improvements have developed due to the coordinated efforts by librarians. HITS teachers are given a general orientation by the Information Technology Services Department at UH Manoa. Part of this orientation is devoted to library support and services. Services are explained and reinforced with the informational brochure mentioned previously.

Instructors are made aware of the difference in teaching to a "live" group of students, versus teaching to students who appear on television monitors and the difference in providing library services to both groups. For example, they are made aware of the delay in getting research materials from the UH Manoa campus to the distance education sites. (Many now adjust their deadlines to allow their students the time necessary to complete assignments.) They are told about the library's more centralized reserve system that has reduced the delay in getting reserve materials to sites. Lack of coordination and communication among departments and libraries obstructed the previous system and caused much student frustration.

Site librarians establish and maintain contact with new faculty each semester to keep them informed of library services. They expect that this personal outreach will be invaluable in guaranteeing high quality services.

THE ADMINISTRATION

Although librarians at UH Manoa, Kauai Community College, Maui Community College, and Hawaii Community College/UH Hilo now work as a "crew" to provide library services, it was not that way in the first four years of the program. The librarians had anticipated that the University would establish a centralized office for distance education and fund the support services appropriately. When it became apparent that an office would not be established in the near future, the librarians decided that they had to join forces in order to offer quality services to students and faculty in a distance environment.

Librarians from all ten University of Hawaii campuses had submitted joint biennium budget initiatives (Mochida, 1993,1995) based on WASC recommendations made to the University (WASC 1991) and the American Library Association guidelines (ALA-ACRL 1990) that would support minimum levels of services:

- ○ Hours of library opening to meet non-traditional schedules
- ○ Reference assistance at the outreach site or via toll free
- ○ Equal access to collections and equal borrowing privileges
- ○ Prompt document delivery services via RUSH postal services, telefacsimile, full-text databases, or other electronic formats
- ○ Library instruction specifically designed to meet the needs of the extended campus user
- ○ Core collections that support programs

It was determined that the result of achieving minimum levels of support would be:

- ○ A standard for library hours, e.g. one hour after the last class, appropriate evening and weekend hours
- ○ Professional reference assistance to follow-up on student and faculty requests for information
- ○ UHCARL network, CD ROM dial-in and/or connections via the Internet
- ○ Three working day document delivery turn around time the first year and one-two working day turn around time the second year
- ○ Librarians coordinating bibliographic instruction conducted via HITS and/or on-site
- ○ On-site access to reserve collections of materials, either in print or electronically

Most of these minimum levels of service have been incorporated in the STARS strategic plan of action. It became clear that in establishing the minimum levels of service, the librarians would be standardizing procedures and equalizing levels of support. It was essential, though initially not apparent, that the librarians coordinate their administrative efforts in order to both establish their action plan and implement changes required at each site.

THE RESOURCES

The STARS librarians also have been trying to coordinate funding. Coordinating requests for, and the distribution of, resources has been essential in equalizing the levels of support. Neither of the two biennium budget initiatives for distance education has been funded. Rather, resources to support library services either have been absorbed by the individual libraries or received piecemeal. Maui and Hawaii CC/UH Hilo have outreach librarians, each position funded differently. Kauai and UH Manoa do not have official outreach librarian positions. Librarians on these campuses have assumed responsibilities adjunct to their primary responsibilities.

Funding has come from the College of Continuing Education and Community Services and special funding grants. The College has provided moneys for student employees in the Interlibrary Loan Dept., photocopying, and RUSH mail service via FAX or UPS. A UH Manoa Alternative Delivery Fund grant has paid for a temporary full-time library assistant in Interlibrary Loan for the past three years. These dedicated staff, and also the transfer of non-UH requests to the fee-based service, have resulted in meeting the processing turn aroundmgoal of one to three days.

In spring 1994 the President of the University of Hawaii awarded the library $78,000 to support distance education. Moneys were used in pilot projects to subsidize document delivery from the CARL UnCover database, and from the Hawaii Medical Library. The grant also funded one year site-licensed subscriptions to CINAHL and the Expanded Academic Index and exploration of alternative access to PsycInfo. These resources were used to advantage by students at all of the outreach sites.

The librarian in charge of reserve collections at UH Manoa worked with the University Librarian to use UH Manoa library reserve book funds to "Super Rush" order multiple copies of reserve materials for the sites. As outreach faculty are becoming more aware of these services, they are tailoring their teaching methods and assignments accordingly.

SERVICE QUALITY

The STARS librarians have become more than just a unified group sharing problems and ideas. Their mission has been to raise the quality of services for the distance education programs. The librarians have taken a pro-active, two-prong approach: librarians at UH Manoa contact faculty who are teaching the classes and librarians at the outreach sites work directly with those same faculty and their students. The personalized "aloha" touch has librarians working with the teaching faculty to provide appropriate services in support of the classes. Because a lot more communication is occurring between the outreach librarians, they are able to work together on courses taught simultaneously at their sites.

The librarians meet with students in their classes and attend cohort program meetings to encourage use of the library, to inform students of the variety of services offered to them, and to have students come into the library for an orientation to the various databases and resources available to them. As a result, students become familiar with their outreach librarian and often seek her out when in need of library services.

Librarians teach students search strategies and describe library resources and services. The goal is to enable the students to become more independent and conduct their own research. However, the librarians are available and accessible to students whenever they need help. They understand the difficulties involved in doing research in libraries only equipped to serve community college or lower division classes and the frustration that can arise from the lack of sufficient information for the upper division and graduate level programs from UH Manoa. They also understand how intimidating the computer databases can be to students and try to alleviate fears of this new technology.

The outreach librarians have become the point of contact between distance education students and UH Manoa. They are the means through which pertinent information is received from the main library. In short, they have become the extended staff of the UH Manoa Library. They have been able to personalize these library services, thus improving the quality of what is provided.

In order to improve the quality and appropriateness of library services, surveys were formulated to get direct input from both teachers and students. During April 1995 the librarians visited the various HITS and on-site classes to ask students to complete the survey that will help determine student use of library resources and their satisfaction with library services.. UH Manoa teachers also were asked to fill out a survey to determine their use of the library services and their satisfaction with the services. A summary of student and teacher responses may be requested from any of the presenters.

THE FUTURE

In future voyages the distance education librarians intend to light upon many distance shores, once again guided by STARS. They already see many new developments to adopt or discard as they chart their course.

The availability of electronic full-text indexes, such as Expanded Academic Index and document delivery services, such as UnCover, EBSCO, Faxon Finder, FirstSearch, SourceOne, Ariel and InfoTrac Articles, moves us closer to the day when librarians will cease being the middle person in this exchange. The distance education program is traveling in a direction put forth by the Association of Research Libraries statement on information access and delivery services (Jackson 1994) that describes a "user-center focus." In this ideal situation a user should be able to sit down at a workstation, access library catalogs or other types of databases, locate information, order it electronically from the supplier and have it delivered in a choice of formats.

The UHCARL circulation module soon will enable patrons to place, electronically, requests for books at other University of Hawaii campuses. Circulation departments would then retrieve and mail books to the appropriate site and or individual. Another service that will be made available is a local document request service where UH Manoa will provide an electronic order form for journal articles from its collection. This electronic ILL form will be on a local web server and will virtually eliminate the ALA form. Articles will be sent to ILL departments to be picked up by the requester. UnCover and/or other document delivery services will continue to provide those articles not within the immediate areas.

Reserve systems are approaching the electronic age at a slower pace than ILL systems. Some universities such as San Diego State University, Colorado State University, and Duke University are experimenting with electronic reserve services. Reserve materials are made available to students online. However, the problem of copyright still remains a major issue in this area. Although a case can be made for electronic copies with sections 107 on fair use and 108 on reproduction by libraries (Jensen, 1993), permission has yet to be granted by publishers who remain strongly opposed to it. If this issue is resolved in the near future the University of Hawaii undoubtedly will move toward electronic services but until then the high startup costs for a local system, especially at this time, will be a deterrent.

As internet access grows the librarians will be looking at ways to help students improve searching techniques, facilitate information retrieval and evaluate information. New multimedia technologies are being incorporated. At some sites web servers are being developed which include graphic (photography, video, etc.) and audio capabilities. Librarians will have to incorporate the new technologies as they are made available. Bibliographic instruction, guides, maps, tours, local indexes, have great potential for inclusion on web sites especially when enhanced with audio and video techniques.

In Hawaii the University is uniquely situated to extend its programs beyond our island grouping. After overcoming the odds of providing services over ocean distances it is poised to offer similar services to other Pacific Island groups. Indeed the University has taken tentative steps to support distance education in Micronesia and American Samoa. Peacesat, an organization that provides communication and classes via satellite to Pacific countries is another potential candidate for networking. For some years now there has been in existence the Pacific Regional Aquaculture Information Service (PRAIS), a project that provides an index and document delivery service to Pacific nations. This service is managed by the UH Manoa Library's Science and Technology Department. PRAIS provides a model and a cooperative potential for future endeavors.

The librarians at the four campuses continue to weave in the new material to mend and improve the sails, unraveling a little of the old to bind with the new. The purpose, to catch the wind efficiently and move forward with the stars ever in their sights.

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Integrating Library Instruction
Into
Course Modules

Kathleen Lance and Susan Potter
Regis University

THE CHALLENGES

There are numerous challenges inherent in providing library or bibliographic instruction to adult or extended campus students. For many, geographical distance from the main campus is a major issue. Students may be dispersed widely and it can become a logistical nightmare for the librarian to visit each location to provide the needed bibliographic instruction (BI). Local library resources may vary markedly and sometimes are not adequate to support the level of course work in which students are engaged.

In addition, adult and extended campus students tend to be full-time employees, with hours for class work limited to evenings and weekends. The accelerated format (often 5-week or 8-week sessions) of the courses offered to these students adds yet another layer of difficulty to the scenario. Traditional interlibrary loan often is just not fast enough to meet these students' deadlines.

The standard approach in arranging any BI is to contact the instructor directly. The adjunct nature of most extended campus program faculty makes personal contact problematic on a number of levels. First, adjunct faculty are often assigned to a course at the last minute, severely limiting the possibilities for advanced scheduling of BI's. These adjunct faculty are, most often, full-time practitioners and part-time faculty. Even with adequate lead time, it is difficult to track down these busy people. Finally, practitioners do not always share the university's academic values and traditions and may even steer students away from the need to learn research skills. Practitioners rarely do research other than in direct response to market demands. And then, the practitioners frequently rely on assistants or research departments to do their research for them.

Recent technological advances have multiplied the challenges of working with both adult students and practitioner-faculty. On the one hand, many adult students, as well as some faculty, are entering the education arena after years of absence. Fear of the new technologies becomes a major issue in library instruction. Insecurities in working with computers are compounded by the proliferation of electronic resources, each with its own user interface. At the opposite end of the continuum are a significant number of adult students and faculty who are employed by companies that provide employees with cutting-edge technologies. These students and faculty then approach libraries with inflated expectations.

PREVIOUS APPROACHES

In the four years that the extended campus library services department at the Regis University Libraries has been in existence, there have been a number of different approaches to library instruction. In addition to the usual limited number of scheduled BI's, the initial attempt at direct contact with students was through School for Professional Studies (SPS)-sponsored student representative meetings. These meetings occurred once during each five-week term. Each class elected one person to represent them in bringing concerns to the program administration and relaying information back to the class. The extended campus librarian was originally given 15-20 minutes of agenda time and was allowed to distribute handouts during the meetings. (See **Appendix A** for an example of one of those handouts.) This system worked well for the first few years, but, eventually, problems began to develop. With new SPS administration, the agenda time for the library was ultimately cut back to less than 5 minutes, with SPS distributing a limited number of handouts. It became clear that many of the student representatives were not taking information about the libraries back to their classmates. Furthermore, with impending library budget cuts, the amount of money spent on duplication of handouts became a concern.

After much discussion with SPS administration, it was ascertained that part of the problem lay with the teaching faculty. If assignments were not made that necessitated the use of library resources and students were not encouraged by the faculty to use the library, then speaking directly to the students could not be expected to have much impact. In an attempt to right this situation, letters outlining library resources and services available to Regis faculty and students were included in annual mailings to all SPS faculty. Unfortunately, this again did not seem to have an appreciable affect on this group's library usage.

Providing library information at student and faculty orientations was another avenue. The problems inherent in any orientation of this sort were encountered here also. Sessions were not mandatory. Too much information was presented in a short period of time, limiting retention. The time scheduled for library presentations often tended to be during lunch, at the end of the day, or at the end of the orientation session, limiting attendance. Occasionally, the library segment was eliminated entirely from the agenda.

1993 SURVEY

In order to chart a new approach to library instruction to this group, a survey was distributed in the winter of 1993 to 1,913 students in the Regis RECEP Program (now referred to as SPS). Students were asked to give background information on themselves and the courses they were taking, to identify which local library resources they used in completing their Regis assignments, and to evaluate the existing extended campus library services available through Regis. 990 responses were tallied (a 52% response rate).

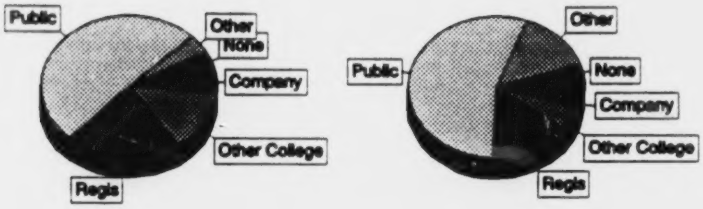
Of the survey respondents, 90% were undergraduate students. 45% attended classes at the main campus, with the other 55% being distributed amongst five extended campus locations. 42% of the respondents had already taken more than ten courses through Regis. A disconcerting statistic, however, was that the largest number of students (31%) indicated that they seldom used any library for Regis course work. Only 25% had taken more than ten courses that required the preparation of research papers and/or reports.

When asked about what type of library they used most frequently to complete Regis assignments, the overwhelming majority responded, "the local public library." **Chart 1** illustrates the full range of responses to this question. 74% of the respondents felt that the resources at their chosen library were adequate to complete their assignments.

Chart 1

Type of Library Used

1993 Survey 1995 Survey



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When asked whether they had been adequately informed of library services available to Regis students in their geographical area, 57% responded "yes" and 43%, "no." 89% of the respondents indicated that Regis librarians had never visited one of their classes. Reference assistance from a distance did not appear to be heavily used, with only 45% of the respondents reporting that they had contacted a reference librarian directly (although 71% of those were either satisfied or very satisfied with the transaction).

The Regis extended campus library services received more of a mixed response. 95% of the respondents had never used the Regis toll-free number. 56% had not used a CARL online catalog (Regis OPAC system) available at their primary campus. And 84% had never used the Regis interlibrary/intercampus loan system. In summary, 80% of the respondents declared that they relied most heavily on local libraries to complete their assignments, with the remaining 20% listing Regis library services as their primary source for completing assignments. The complete 1993 survey questionnaire is available in **Appendix B**.

EVOLUTION OF THE MODULE APPROACH

Clearly, a new approach to bibliographic instruction was needed. Discussions between the extended campus and public services librarians favored pursuing the possibilities of integrating library instruction into the course modules required for each course given within SPS. The advantages would be numerous. Integration into the text of the modules would assure that all faculty and students would have the opportunity to see the material. A hidden advantage for the library would be the shifting of the cost of duplication to the SPS programs.

A course module revision process was initiated by SPS in the summer of 1994 with an invitation to librarians to attend and participate in a discussion of curricular changes for the school. This invitation finally gave the librarians the "foot-in-the-door" that they had sought. During the discussion, several library-related themes emerged: 1) Library instruction was needed earlier in the sequence of courses (having been previously required only in a few upper level courses); 2) Library instruction needed to be integrated more thoroughly into all course offerings; and, 3) Library instruction should be relatively uniform within all three modes of study - classroom-based, televised, and guided independent study. Further meetings ensued and the idea was adopted to integrate library instruction into the printed course modules provided for all classes.

The first library instruction section drafted was for the Introduction to Business Research (BA 488) module. A basic research strategy outline was used to develop this first section. Copies of the previous module and newly-adopted textbooks were consulted in the preparation. SPS administrators were contacted about any major changes anticipated in course emphasis or assignments. Care was taken to make the BI section generic enough to be useful to students using any library or any online library system. However, specific examples of standard resources were included as recommended starting points.

The original intent of the revision committee was that one module would be developed for use in both classroom-based and televised learning courses. The librarians attended several planning sessions with faculty and administrators to determine the scope of this project. Unfortunately, due to circumstances outside of the library's control, this process broke down and the focus of the librarians' module revision became that of the classroom-based course only. One of the challenges in developing the library section for this module was reaching consensus with the teaching faculty about the balance between traditional library resources and flashier electronic services, many of which are not available in most medium-sized academic and public libraries.

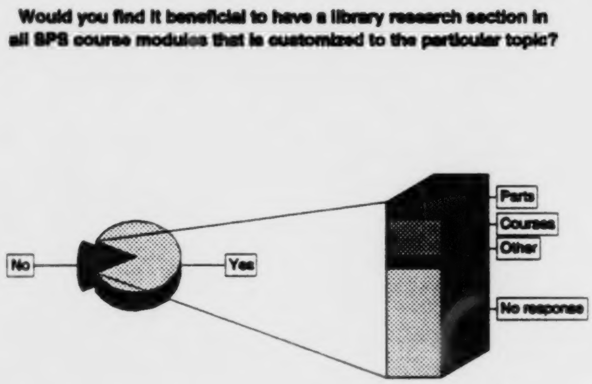
The librarians were then provided with an overall module revision schedule by the SPS administration. From the schedule, the librarians were able to select several additional courses to target for revision. One course was chosen per 5-week term, and only those courses which included a library-based assignment were considered. Administration was, once again, consulted regarding any major changes in the course emphasis or assignments. A tight schedule for printing and distribution inhibited obtaining this kind of feedback directly from course faculty. Ensuing library instruction sections were prepared for Women in Society (SO 325), Psychology of Gender (PY 496j), and International Economics (EC 481). The full text of the library component for the EC 481 module is in **Appendix C**.

1995 SURVEY

In 1995, a second set of surveys was distributed on a much smaller scale than in 1993. Thirty-eight surveys were distributed to students enrolled in SO 325, PY 496j and EC 481 with a 100% return rate. These surveys asked the same basic questions as in 1993, but included a new section focussing specifically on issues relating to the library instruction sections of the modules.

The first several parts of the survey concerning student background, study habits and use of Regis extended campus library services netted results very similar to those of the 1993 survey. This was expected, as the students had not yet been exposed to the module-integrated library instruction for long enough to have made any major changes in their study habits. The primary goal of the 1995 survey was to collect specific data about the library-related use of the module. The added questions included the following: 1) Was the library research section of your course module helpful to you in completing your assignments? 2) Was the placement of the library research section within the module such that you were able to locate it easily? and 3) Would you find it beneficial to have a library research section in all SPS course modules that is customized to the particular topic? **Chart 2** illustrates the results of this question. Question 3 also provided opportunity to suggest other configurations, such as including only certain parts of the library research section (referred to as "Parts" in **Chart 2**) in all modules, including a library research section in only certain key course modules ("Courses" in **Chart 2**), etc.

Chart 2



CONCLUSION

The module-integrated BI will provide many opportunities for librarians. The necessity to be present in the classroom to deliver basic BI will be almost eliminated. Librarians will be able to reach an ever larger number of students with needed introductory library instruction than in the past. Furthermore, this contact will be more consistent and uniform. It is hoped that these BI sections will generate direct requests from SPS faculty for more advanced classroom-based library instruction.

This new approach will also result in long-term financial savings overall. No longer will the library have to pay for the monthly distribution of hundreds of general handouts. SPS will shoulder the burden of printing the course modules, and the library instruction materials included will be more relevant to the particular course. Whereas in the past, library handouts were distributed to all student representatives or all faculty, library instruction sections will now be included only in those modules containing library-based assignments.

In addition, there will be more opportunities for continued improvements in communication with SPS administration and faculty. The process of collaborative module revision cannot help but to elevate the status of both the librarians and the library campus-wide. Information literacy, which is developed through library instruction, is now widely recognized as a desirable outcome of higher education. Librarians also share the university's common goal of establishing outcomes assessment measurements and policies.

Although the inclusion of BI sections into printed course modules clearly has numerous advantages, we are not blind to the challenges still remaining. Maintaining a working relationship with a constantly changing SPS administration and continuing to "sell" adjunct faculty on library instruction will be ongoing processes. As the course module revision cycle progresses, updating existing BI sections will be added to the workload of targeting new modules. And finally, we need to find a better way to communicate to SPS faculty and administration the preferred concept of assignment-based, course-integrated instruction versus the full-blown topic pathfinder now in use. The "more is better" pathfinder mode results in a huge amount of information, most of which is unneeded and unheeded. Responses on the 1995 survey are already indicating a preference for the more concise assignment-based model.

Plans for future development with this approach include preparing library instruction sections for required courses and those with heavy research components first. The current course module revision schedule calls for each module to be revised once every three to five years, allowing for ongoing updates of the library sections. Additional library surveys will be conducted as students become more familiar with using their course modules to assist them with library use. The responses to these surveys will be invaluable evidence for the outcomes assessment requirement of upcoming accreditation reviews.

APPENDIX A
STUDENT REPRESENTATIVE HANDOUT

LIBRARY SERVICES
FOR EXTENDED CAMPUS FACULTY AND STUDENTS
REGIS UNIVERSITY

EXTENDED CAMPUS LIBRARY SERVICES DEPARTMENT This department exists solely to assist Regis University students in learning how to locate library materials necessary to complete their assignments at a distance from the Denver Lowell Campus. For **classroom or individual library instruction, ... or questions** contact Susan Potter, Assistant Director for Extended Library Services at (303) 458-4260, by using the toll-free number 1-800-933-6851, or via Internet address slpotter@regis.edu.

CARL There are many ways that the staff at Dayton Memorial Library (DML) is able to provide library services to extended campus students. The first of these is through the use of the Colorado Alliance of Research Libraries **(CARL)** online catalog. A detailed guide, **Using the CARL Catalog**, may be obtained upon request of the staff at DML. The CARL catalog can be used to access five groups of databases:

(1) **Library Catalogs** offer access to the book and journal collections of a number of libraries and systems in the region, and to state and federal government publications. The Regis University collection is found under #17 on this menu.

(2) **Current Article Indexes** locate information found in periodicals. Indexes available vary depending on which ones are subscribed to by the institution in whose catalog you are searching. Examples of indexes available through CARL are **UnCover**, an index to journal articles owned by **CARL** member libraries, **Information Access Company's (IAC's) Magazine Index, Business Index and Expanded Academic Index**, and **ERIC**, a database containing education journal articles and documents collected by the Educational Resources Information Center of the U.S. Department of Education. Other article indexes may become available as CARL Corporation negotiates with vendors to make them available to participating libraries. Dial-up use of these databases may require a password. This password is the barcode number on the back of your student ID card and may be obtained by applying for a library card at your local library or at Dayton Memorial Library at Regis. Many of the available databases now provide document delivery either full text to the screen or for a fee to your FAX machine.

(3) **Information Databases** on **CARL** include book reviews from *Choice* magazine, IAC's **Company Profiles** and the *Academic American Encyclopedia*. Dial-up use of some of these databases requires a password. (Regis does not currently subscribe to the encyclopedia.)

(4) **Other Library Systems** includes book and periodical title information from selected libraries from the east coast to Hawaii. Systems of interest to those in Colorado are MARMOT (western slope libraries), PPLD (Pikes Peak Library District in Colorado Springs) and Boulder Public Library. **OCLC's FirstSearch** service is also found in this category. This service may be used to find books, articles, theses, films, computer software, and other types of material on a variety of subjects.

(5) **Library and System News** gives detailed information about policies and procedures of CARL libraries. It is useful for determining hours of operation and location of branches.

Dial-Up Access to CARL:
Any microcomputer with appropriate telecommunications software and a modem may be used. There is no **CARL** access charge. Please refer to the **CARL/ACLIN bookmark** for detailed instructions on how to access **CARL** through dial-up. **CARL** is also available on the Internet.

LIBRARY SERVICE LOCATIONS In addition to Dayton Memorial Library, Regis currently has a branch library at the Colorado Springs West campus, service centers at the Boulder, Colorado Springs North, and Southeast Denver campuses and a variety of levels of cooperative agreements with other local libraries in Colorado and Wyoming. Please refer to the **Dayton Memorial Library brochure** for details of services offered at the main library. **CARL** terminals are located at all locations listed. [List not included in the interest of brevity.]

BOOKS & JOURNAL ARTICLES Once you have located the book or journal article you need, the following are steps you might take: 1) See if the item is available at your local library. Ask your local librarian about circulation policies. Many libraries are members of the Colorado Library Card Program and will allow any Colorado resident to check out items from their libraries. 2) See if the item is available through interlibrary loan from your local library. Some libraries provide this service free of charge, others charge the patron for the cost of the transaction. Several libraries have limits on the number of items that can be requested at one time. 3) Order your items directly from Regis University Libraries. **Extended Campus Patron Request for Materials** forms are currently available at all Regis service locations. Forms may also be obtained by request from the Regis Libraries (1-800-933-6851). Some local libraries will allow you to FAX the forms to Regis directly from their facilities. The forms may also be FAXed from your home, office, local copy centers, or local grocery stores. The FAX number to use is: (303) 964-5497. Once a request is received, the item is pulled from the shelf within 24 hours and placed on the courier back to your local library. You may also choose to have it mailed to your home or office. For items available at Regis Dayton Memorial Library or its Colorado Springs branch, the total time elapsed will be 3-5 days. For items requested through Interlibrary Loan (ILL) from other institutions, the time will range from 5 days to 3 weeks. The first $5.00 in photocopying costs for each journal article requested is free of charge. Up to 100 items may be requested free of charge through ILL in any academic term. 4) As mentioned on page one, several of the journal indexes available on CARL provide the option of document delivery by keying in a credit card number.

APPENDIX B
1993 SURVEY

REGIS UNIVERSITY EXTENDED CAMPUS LIBRARY SERVICES
RECEP CAMPUS QUESTIONNAIRE

BACKGROUND INFORMATION

1. In which Regis program are you currently enrolled?

   (0) RECEP Undergraduate   (1) Master of Science in Management
   (2) Master of Science in Computer Information Science

2. At which Regis campus do you take the majority of your courses?

   (0) Lowell Campus   (1) Southeast Denver Campus
   (2) Southwest Denver Campus   (3) Boulder Campus
   (4) Loveland Campus

3. What is the total number of courses you have taken in the current Regis program in which you are enrolled (including this one)?

   (0) More than 10   (1) 7-9   (2) 4-6   (3) 1-3

4. How often do you use a library for Regis course work?

   (0) Daily   (1) Weekly   (2) Monthly   (3) Seldom   (4) Never

5. How many of your Regis courses to date have required the preparation of research papers and/or reports?

   (0) More than 10   (1) 7-9   (2) 4-6   (3) 1-3   (4) None

LOCAL LIBRARY RESOURCES

6. What type of library do you use most frequently to complete your Regis assignments? (Indicate one)

   (0) Regis Dayton Memorial Library
   (1) Other college or university library.
   Name ______________________________
   (2) Local public library.
   Name ______________________________
   (3) Company library.
   Name ______________________________
   (4) Other library.
   Name ______________________________
   (5) None of the above.
   Why? ______________________________

7. Are there any materials and/or services not now available from the library indicated above that you believe should be provided?

(0) Yes, additional resources are needed.
(1) No, current resources are adequate to complete my assignments.
Please comment:

____

REGIS EXTENDED CAMPUS LIBRARY SERVICES

8. Have you been adequately informed of library services available to Regis students in your geographical area?

(0) Yes (1) No

9. How many of your classes has a Regis librarian visited?

(0) 4 (1) 3 (2) 2 (3) 1 (4) None

10. If you have contacted a Regis librarian for reference assistance, how satisfied were you with the response?

(0) Does not apply (1) Very Satisfied
(2) Satisfied (3) No opinion
(4) Dissatisfied (5) Very Dissatisfied
Please comment:

____

11. How many times have you used the Regis Libraries toll-free phone number? (1-800-933-6851)

(0) More than 10 (1) 7-9 (2) 4-6 (3) 1-3 (4) None

12. How many times have you used the CARL online catalog available at the primary campus at which you take courses?

(0) More than 10 (1) 7-9 (2) 4-6 (3) 1-3 (4) None

13. How many times have you obtained materials through Regis Libraries intercampus/interlibrary loan (ICL/ILL)?

(0) More than 10 (1) 7-9 (2) 4-6 (3) 1-3 (4) None

14. If you have requested materials through Regis Libraries ICL/ILL, how satisfied were you with the service?

(0) Does not apply (1) Very Satisfied
(2) Satisfied (3) No opinion
(4) Dissatisfied (5) Very Dissatisfied

Please comment:

___

SUMMARY

15. For your Regis assignments, do you rely more heavily on local libraries or on Regis Library Services?

(0) Local libraries (1) Regis Library Services

16. What is your overall impression of the Regis Extended Campus Library Services program?

(0) Very positive (1) Somewhat positive
(2) No opinion (3) Somewhat negative
(4) Very negative
Please comment:

___

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PLEASE RETURN TO YOUR STUDENT REPRESENTATIVE

APPENDIX C

MODULE LIBRARY INSTRUCTION SECTION

LIBARARY RESEARCH
EC 481
BY KATHLEEN LANCE & SUSAN POTTER

SELECTING A LIBRARY

If the researcher is formally related to an academic institution, that institution's library and library staff is the most appropriate choice for library research. That library's collections are structured toward the institution's course offerings and goals, and the library staff is usually aware of the varieties of research requirements and the appropriate search strategies to utilize in researching a topic. If one cannot visit the institution's library, there are several points to consider in selecting a library in which to do research:

1. Will the library have enough information?
2. Will its policies allow work to be done easily?
3. Are its hours convenient?
4. Will the researcher be allowed to check out materials?
5. Are interlibrary loan services available?
6. Are photocopy facilities available to copy periodical articles and other materials?

Questions 2-6 can easily be answered by contacting the library information or circulation desk. To answer the first question, the researcher must consider the stage of his or her research and what is left to be accomplished on that research. There are probably several types of libraries in most areas, any one of which may serve a researcher's purpose at a given moment or for a certain task. The different types of libraries are:

Academic Libraries

Every community college, college and university has a library for the support of its instructional programs. The scope of each library reflects the nature of the courses and the extent of its research activities. Universities that offer graduate degrees and are research-oriented will have more in-depth collections than community or undergraduate colleges. If the researcher has a choice of academic libraries, determining which school has a strong instructional department in a selected subject area is helpful. Calling the reference desk at any library is also useful. A few questions addressed to the librarian concerning the researcher's topic and whether or not the library has an adequate collection in that area can also aid in selecting a library. Academic libraries may not always extend borrowing privileges and access to the collection to those not directly affiliated with the institution.

Regis University Libraries' collections are structured toward instructional courses and student research. In Colorado, most academic libraries are increasingly cooperative; CARL, the shared online catalog, is a strong link in this interdependence. Each member of the CARL network makes available a computerized catalog listing its holdings. A student using this online system may view the holdings of libraries in Colorado, Wyoming and across the U.S. Access to the CARL system is available at Dayton Memorial Library (DML), the Colorado Springs branch library, at each extended campus site, or via dial access using your own computer and modem.

Public Libraries

Public libraries generally feature convenient locations and fewer restrictions. Because they serve a more diverse community than other library types, public library collections give general coverage to many topics and in-depth attention to few. Most public libraries have basic reference books, standard or classic works on most topics and general periodical indexes. Most public libraries also participate in library networks, such as CARL.

Special Libraries

Many private corporations and public agencies maintain libraries on their areas of interest. These collections may not be large, but they give excellent coverage in their special area. An example of public agency libraries would be the law libraries found in public courthouses. Large law firms, corporations such as IBM or AT & T and most government agencies, such as the U.S. Geological Survey, also have collections pertaining to their special interest areas. If the researcher is employed by a corporation or agency, he or she may have access to the firm's library and may also have other privileges such as online searching. If the researcher is not connected with the agency, it is advisable to check in advance. Special libraries may be organized in unusual ways; their librarians will be able to help access the materials needed.

School Libraries

Libraries in elementary and secondary schools are usually geared to the needs and levels of their students. However, most school districts or county school offices maintain a professional library of materials on education and teaching.

RESEARCHING A TOPIC

For many students, searching for information in the library can be a time-consuming, frustrating process. But it doesn't have to be so. A basic research strategy can make you an efficient and successful library user. This strategy can be adapted to almost any subject.

Finding Background Information

Once you have chosen your topic, the first step in your research is finding background information. Background reading provides not only a concise overview of your topic, it also can help you focus your topic or shift your attention to an aspect new to you. Importantly, background materials often provide a bibliography or list of other sources for further reading.

Typically, many students skip the step of locating background information and plunge right into the library's catalog. Experienced researchers know that it is more efficient to include this step. With a fuller understanding of your subject, you will begin to recognize relevant terminology. And, with a bibliography of recommended sources in hand, you will be prepared to find pertinent materials.

Encyclopedias

Encyclopedias provide excellent articles on every imaginable subject written in a concise, easy-to-understand style, and are usually up-to-date. Frequent illustrations, diagrams and maps are useful features. Encyclopedias are an excellent source of background information.

At the college level, a researcher should be using specialized encyclopedias, called "subject encyclopedias". Subject encyclopedias cover a specific field or discipline in great depth and detail. Examples are: *Encyclopedia of Economics* 2nd ed. (New York: McGraw-Hill, 1994) and *Encyclopedia of the Third World* 4th ed. (New York: Facts on File, 1992). Many articles in subject encyclopedias include extensive bibliographies.

Dictionaries

Subject dictionaries define the terminology of a field as it is used by practitioners. Consulting a subject dictionary can be helpful in better understanding background reading. Some relevant dictionaries include: *Dictionary of International Trade* (New York: Wiley, 1994), *International Dictionary of*

Business Economics (Chicago: Probus Publishing, 1993), *The MIT Dictionary of Modern Economics* (Cambridge, MA: MIT Press, 1992), *Multinational Enterprise: An Encyclopedic Dictionary of Concepts* and Terms (New York: Nichols Publishing, 1987), and *The New Palgrave: A Dictionary of Economics* (London: Macmillan, 1987).

Two other book types related to dictionaries are thesauri and glossaries. A thesaurus provides alternative words or phrases. It is excellent for finding the most appropriate word, looking for a better way of expressing a thought, or finding more than one term for expressing a thought. *Roget's International Thesaurus* (New York: T.Y. Crowell) is the most useful thesaurus available.

Glossaries are short lists of terms usually related to a particular area. They are designed to help students and other newcomers to the field understand specialized concepts or terminology. Glossaries are often found at the end of textbooks or general works covering a particular subject.

Finding Books or Monographs
Once you have completed some background reading and focussed your topic, you are ready for the next step: compiling a working bibliography. This is a list of books and journal articles potentially useful to you in writing your paper. You may have some titles already from your background reading.

Since books often take 2-3 years from writing through final publication, the information they contain is often out of date even though the publication date may be recent. Books and monographs therefore provide a good foundation for further research, but particularly if the researcher wants current information, journal articles or other timely resources should be consulted. Books available in an individual library will be listed in that library's catalog.

The Library Catalog
A library's catalog, either on cards or in a computer database, is a descriptive list of the books, journals, media and government documents in that library. It does not include individual articles found in periodicals.

Every book is usually entered in a library catalog in at least three separate ways -- by author, title and subject. Books, therefore, can be identified by searching a library catalog one of these three ways. However, since most researchers are exploring a topic, most search by subject words. If one cannot find the proper subject terms, the *Library of Congress Subject Heading Guide* (LCSH Guide) should be consulted. The LCSH Guide is the official thesaurus for the subject headings used in the catalog. Often the LCSH term is very different from the familiar natural language term. For example, DEVELOPING COUNTRIES is used instead of "Third World countries," INTERNATIONAL BUSINESS ENTERPRISES is substituted for "multinationals," and EXTERNAL DEBTS is the appropriate term for "international debts." Other examples of relevant subject headings would be ECONOMIC DEVELOPMENT, FINANCE-[country name], FINANCE-DEVELOPING COUNTRIES, FOREIGN INVESTMENTS, INTERNATIONAL MONETARY FUND, [country name or DEVELOPING COUNTRIES]-ECONOMIC POLICY, [country name or DEVELOPING COUNTRIES]-COMMERCIAL POLICY, and [country name or DEVELOPING COUNTRIES]-ECONOMIC CONDITIONS. The reference librarian also can be helpful in determining appropriate search terms.

When the researcher has identified a source listed in the catalog, the entire call number should be noted. Books are arranged on the library shelves by this number. Because call numbers are based, in part, on subject groupings, books on the same or similar subjects will be found near one another on the shelves. So, after the book needed has been located, the researcher should take time to browse the shelves in that area to find additional material that may be of interest. Please note that many computerized library catalogs offer a browsing function that allows the researcher to "browse the shelves" from the computer terminal. (On the CARL system, this is a <B>ROWSE by <C>ALL NUMBER search.)

Books usually are arranged in one of three ways: by the Dewey Decimal System, the Library of Congress Classification System or the Superintendent of Documents Classification System (for government documents).

The Dewey Decimal System divides books into subjects utilizing numbers from 000 through 999. The Library of Congress system uses a combination of letters (A-Z) and numbers (1-9999) to group books by subject. Government documents are also grouped by letter and number, but the Superintendent of Documents system also includes punctuation such as a : or / to separate numbers into discrete units. The following table compares the Dewey Decimal and Library of Congress classification systems:

Dewey Decimal	**Library of Congress**
000 - General Works	A - General Works
	B - Philosophy - Religion
100 - Philosophy	C - History - Auxiliary Sciences
	D - History and Topography
200 - Religion	E - American History
	F - American History
300 - Social Sci.	G - Geography - Anthropology
	H - Social Science
400 - Languages	J - Science, Political
	K - Law
500 - Pure Science	L - Education
	M - Music
600 - Technology	N - Fine Arts
	P - Language Arts
700 - Fine Arts	Q - Science
	R - Medicine
800 - Literature	S - Agriculture
	T - Technology
900 - History	U - Military Science
	V - Naval Science
	Z - Bibliography, Library Science

To find out what books Dayton Memorial Library has on your topic, search the "Regis University" database on CARL (#17). If you have a list of books on your working bibliography, you can search for each author under <N>AME or for each title under <B>ROWSE by <T>ITLE. You can search for additional books under <W>ORD, entering your topic word(s).

Bibliographies of Economic Information Sources

Published bibliographies are lists of sources compiled by experts or specialists and usually can be relied upon to list standard or classic texts. Consulting a published bibliography may save you time, as the research necessary to produce it has already been done. A standard bibliography of economic information sources is: *Business Information Sources* 3rd ed. (Berkeley: University of California Press, 1993). It is enhanced by annotations, which are descriptive or comparative notes, useful in selecting pertinent sources. There are also a number of specialized bibliographies, for example *The Social Dimensions of International Business: An Annotated Bibliography* (Westport, Conn: Greenwood Press, 1993).

Finding Journal Articles
Journal articles provide up-to-date information. You should always include articles on your working bibliography if your topic is scientific (science information appears first in journals, much later in books), if your topic is on current events, or if your project requires information on the latest trends.

To compile a list of journal articles on your topic, you should search an appropriate computer database or a paper-format periodical index. Periodical indexes are available for most subjects, e.g., the Business Index (CARL database #81), *Business Periodicals Index, Index of Economic Articles, PAIS* (Public Affairs Information Service) and *Wall Street Journal Index* (the latter four in paper-format in DML). Each one indexes a number of periodical publications (i.e., journals, magazines, or newspapers) in a particular subject area. Access to a specific article's citation in the database or index is usually by subject, author, or title of the article. Some online indexes may even provide the full-text of the articles, either displayed on the screen or transmitted via FAX for a fee. Check screen displays for document delivery options.

Indexes may cover general or popular magazines (such as the *Reader's Guide to Periodical Literature*); or, scholarly or research journals (e.g., *Index of Economic Articles*). The researcher's need should determine which index is appropriate. Journals that may be browsed for current awareness would include *Business America: The Magazine of International Trade, Business Conditions Digest, Business Week, Crossborder Monitor, The Economist, Far East Economic Review, Forbes, Fortune, International Economic Insights, International Economy: The Magazine of International Economic Policy, Survey of Current Business, The World Monitor*, and *World Press Review*. Examples of relevant scholarly journals would be *American Economic Review, Economic Development and Cultural Change, Economic Journal, Economic Policy: A European Forum, Journal of Development Studies, Journal of International Economics, Journal of Political Economy, Review of Political Economy, Staff Papers (International Monetary Fund*, and *World Bank Economic Review*.

Periodical index databases on the CARL system are listed under "Current Article Indexes and Access". Traditional paper-format periodical indexes in DML are shelved to the right of the entrance. DML also offers several in-house databases on CD-ROM (Compact-Disk-Read-Only-Memory). Not sure where in your library to start? Ask a librarian for assistance.

Once you have a list of articles, check to see if the library you are using owns the journals cited. Journals may be found, depending on the policies of the individual library, in paper, bound, microfiche, or microfilm formats. At DML, search for the **title of the journal** (NOT the title of the article) in the "Regis University" database on CARL. Remember, you can search titles under <B>ROWSE by <T>ITLE.

Newspapers
Newspapers provide very current information. Articles will not necessarily be as in-depth as the journal articles already discussed. *The New York Times* is indexed in the Expanded Academic Index (CARL database #87) and also by the *New York Times Index* found in many libraries in a paper format. *The Wall Street Journal* is indexed in the Business Index (CARL database #81) and also found in many libraries in paper format. The citations to these articles often include a short abstract (or summary) which is useful in selecting articles.

FINDING OTHER INFORMATION
There are many other specialized reference books and databases which provide additional facts, statistics, criticism or reviews.

Almanacs, Yearbooks, and Handbooks

Almanacs are single-volume works that can answer all sorts of factual and statistical questions about nations, states, people, dates, business, government, geography, and practically anything else. The *World Almanac* (New York: Funk & Wagnalls) is the best known and most comprehensive. Another relevant almanac would be the *Statesman's Yearbook* (London: St. Martin's Press).

Yearbooks differ from almanacs in that they usually provide more in-depth or textual information but are focussed on one broad subject area, such as a country, or current trends or events from a single year. *The Europa World Yearbook* (London: Europa Publications, 1959-), the *World Development Report* (New York: Published for the World Bank by Oxford University Press, 1978-), and *World Resources: A Report by the World Resources Institute and the International Institute for Environment and Development* (New York: Basic Books, 1986-) would be useful yearbooks to consult on the topic of international economics.

Handbooks are designed to provide specific facts or procedures. Some provide current information; others are practical guides or general surveys of a given subject area. Relevant examples would be: The *Doing Business In ... [Country Name] Series* (New York: Price-Waterhouse, dates vary), the *Economic Handbook of the World* (New York: Published for the Center for Social Analysis of the State University of New York at Binghamton by McGraw-Hill, 1981-), *The Economist Guide to Global Economic Indicators* (New York: J. Wiley, 1994), the *Handbook of International Financial Management* (Homewood, IL: Dow Jones-Irwin, 1989), *International Capital Markets* (Washington, D.C.: International Monetary Fund, 1980-), and *World Economic Prospects: A Strategic Guide for Planners* (London: Euromonitor, 1993).

Directories

Directories are important time-saving sources when factual data on individuals or associations are needed. *The Development Directory: A Guide to the International Development Community in the United States and Canada* 3rd ed. (Detroit: Omnigraphics, 1991), the *Directory of International Business* (Pasadena, CA: Salem Press, 1994), and the *Western European Economic Organizations: A Comprehensive Guide* (Detroit: Gale Research, 1992) are some of the best directories applicable.

Maps and Atlases

Specialized atlases provide much more than maps and geo-political information. Many discuss, and graphically illustrate, demographics, economic conditions, literacy, health, employment and a myriad of other social topics. The *Economist Atlas* (New York: H. Holt, 1992) is an example of this type of publication.

Book Reviews

Reading critical book reviews in economics or international relations periodicals, or the *New York Times Book Review* can also be a means of keeping informed about recent relevant books. Keep in mind that books are often reviewed months after their publication date. Paper-format periodical indexes such as *Books Review Index* or *Book Review Digest* are useful in locating book reviews. Book reviews can also be identified by searching the Expanded Academic Index (CARL database #87) or Choice (CARL database #60).

Government Documents

The publications of the U.S. Government are excellent sources for statistical information and authoritative studies on all sorts of subjects. The federal government departments publish reports, statistical publications, bibliographies or periodicals which are of vital importance to sociologists. Government document materials may be located by author, title, department or subject in the library catalog. There is also a government publications database available on the CARL system, found under the "Library Catalogs" menu, database #22, "Government Publications". Some examples of government document resources relevant to international economics would be: *Area Handbook Series* (Washington, D.C.: Dept. of the Army, GPO, dates vary), The *Handbook of International Economic Statistics* (Washington, D.C.: The Directorate, 1992-) and *Economic & Energy Indicators* (McLean, VA: The Center, 1981-). The National Trade Data Bank [database] includes titles often available in paper-format, such as: *Background Notes, Foreign Economic Trends and Their Implications for the United States,* and the *World Factbook.*

International entities, such as the United Nations or the World Bank, also publish statistics and other sources of information invaluable to the study of international economics. Some examples include: *World Economic Survey* (New York: U.N., 1956-1993), *World Economic and Social Survey* (New York: U.N., 1994-), *OECD Economic Studies* (Paris, France: Organisation for Economic Cooperation and Development, 1983-), *OECD Economic Surveys* (Paris, France: OECD, 1968-), *OECD Main Economic Indicators* (Paris, France: OECD, 1950-), and *International Financial Statistics* (Washington, D.C.: International Monetary Fund, 1981-).

Government documents are available at most academic and large public libraries. The U.S. government is publishing government documents in digitized form (CD-ROM or computer diskette) with increasing frequency. Ask the government documents librarian at your local library for assistance in identifying and accessing pertinent databases and documents.

Statistical Sources

Statistics can be used to support an argument, demonstrate trends and compare and contrast. Some examples of statistical sources useful in international economics research are: *The Economist Book of Vital World Statistics* (New York: Times Books, 1990), *Foreign Economic Trends & Their Implications for the United States* (Washington, D.C.: Dept. of Commerce, Int'l. Trade Admin., 1969-), *The Global Economy in the 90's: A User's Guide* (New York: New York University Press, 1992), *Handbook of International Trade and Development Statistics* (New York: U.N., 1990), *International Economic & Energy Statistical Review* (Washington, D.C.: National Foreign Assessment Center, 1980-), *International Trade Statistics Yearbook* (New York: U.N., 1983-), *The New Book of World Rankings* 3rd ed. (New York: Facts on File, 1991), the *Statistical Yearbook: Annuaire Statistique* (New York: United Nations, 1948-), the *World Economic Outlook* (Washington, D.C.: International Monetary Fund, 1980-) and *World Military & Social Expenditures* (Washington, D.C.: World Priorities, 1974-). If you need more information than what you can find in background reading, books, journals, reviews, government documents or other sources, please ask a librarian for assistance.

Intercampus and Interlibrary Loan

You may discover that the library you have chosen does not own every book or journal on your working bibliography. These materials can often be provided to you by borrowing them from another library. This service is called "Interlibrary Loan" (ILL). You should submit ILL requests a minimum of two weeks before you need the material.

Restrictions may be placed by individual libraries on the number of items requested. Some libraries will take requests only from card holders at that library. Other libraries have special fees associated with an ILL request. Check with the library of your choice for ILL policies and then ask at the Information or Circulation desks for "interlibrary loan request forms". The forms should be printed to ensure legibility and must be filled out completely in order to process any request.

Regis students at a distance from the Lowell campus may always borrow materials directly from the Regis Libraries. This may be done by completing an Extended Campus Patron Request form and either FAXing or mailing it to one of the Regis Libraries. These forms are available at all extended campus locations and may also be requested individually by dialing the library toll-free number (1-800-933-6851).

Online Searching
After exhausting other search strategies, the researcher may want to try an online search. Availability and cost of these types of searches will vary, depending on the library. An online search links the library to one of several online sources (such as BRS, DIALOG or FirstSearch). Each source maintains dozens of subject-oriented databases.

The results of a typical online search may be a list of journal article citations, directory data or the entire text of one or more articles, depending on the database(s) selected. Examples of online databases include:

EIU (Economist Intelligence Unit)
Business International
PAIS International
Economic Literature Index

Online searching is a fee-based service. In addition to long distance telephone charges, each database has a per-hour connect cost ranging between $30 - $100 per hour. There is an additional charge for each item printed from the database. The average search can cost approximately $25 or more.

Writing the Paper
If you have questions about organizing your paper, formatting footnotes, or compiling a final bibliography, check the following:

American Psychological Association. *Publication Manual.* DML Reference BF 76.7 .P83 1994

Hodges and Whitten. *Harbrace College Handbook.* DML Reference PE 1112 .H6 1990

Li and Crane. *Electronic Style: A Guide to Citing Electronic Information.* DML Ready Reference PN 171 .D37 L5 1993

Modern Language Association. *MLA Handbook for Writers of Research Papers, Theses and Dissertations.* DML Reference LB 2369 .G53

Turabian. *A Manual for Writers of Term Papers, Theses and Dissertations.* DML Reference LB 2369 .T8 1987

Starting an Off-Campus Library Services Program -- from Scratch!: A Process

Gloria Lebowitz
University of Northern Colorado

Regardless of the type of institution, the size of the student body, or the types of courses offered off-campus, the process to develop a program of library services which meets the needs of off-campus students, faculty, and staff is generally the same. The conclusions may differ but the process, i.e., the preliminary assessments, the decisions to be made, the establishment of the program and the continual evaluation, follows a consistent pattern.

In 1967 ACRL first published "Guidelines for Library Services to Extension Students". These were revised in 1990 and renamed "ACRL Guidelines for Extended Campus Library Services". The Guidelines outline a direction and support a process for developing off-campus programs and they include suggestions about services and staffing. Nevertheless, although a roadmap exists, establishing a program of library services for off-campus users can be mind-boggling.

The earliest articles addressing off-campus library services appeared in the 1930's, with approximately nine per decade being written between 1930-1950. In the 1980's, there were 371 articles written about varied aspects of library services to off-campus users, with one hundred of them coming from CMU's Off-Campus Library Services Conferences (Latham, Slade, and Budnick). Many of these have been anecdotal, case studies specific to a particular institutional experience and of the "how I did it best" genre. Relatively few have been generic in nature although all have provided guidance to and for those new to the concept of off-campus library services.

Those who have written more recently about the start-up of off-campus programs include Bush and Damico (1988) from the University of Southern Alabama, Slade (1988) from the University of Victoria, Davis and Secord (1988) from National University, Fu (1988) from Mount Royal College, and Brooks, Strickler, and Binder (1988) from Western Kentucky University. Despite the often institution-specific accounts, there is a commonality about what they have indicated, either by direct statement, implication, or example about the process used to develop library services which meet the needs of their respective off-campus students.

This process consists of the following phases:

- ○ Needs Assessment
- ○ Program Design
- ○ Program Implementation
- ○ Program Evaluation

Each of the aforementioned authors discussed the specific components about which they had to make decisions when developing their off-campus library programs.. These components are:

- staffing
- format of program
- services
- document delivery
- use of technology

Not to be overlooked (although I will not address it) is an element affecting all components: budget.

THE PROGRAM DESIGN PLANNING PROCESS

An effective way to begin the planning process is to look at it in the context of the business plan and use the structure, as discussed by William M. Luther (1987) of Objectives, Strategies, and Actual Plans.

In order to focus efforts, we must identify objectives which will fulfill the mission of the institution as well as the mission of the library. Establishing objectives guides us in understanding our needs, in identifying the data to collect, and in identifying the strategies necessary for collection, assessment, and analysis of the data. After analyzing the data, we can develop plans for providing library services to the off-campus audience and then can implement those plans. Although informal evaluation should be ongoing and constant, a specific time should be established for a formal evaluation to ensure that the program is efficiently and effectively meeting the needs of the students.

Vicki York, in a document titled *A Guide for Planning Library Integration into Distance Education Programs* (1993), outlined some issues to examine when developing library services for distance education programs. She divided them into "General Planning Elements" and "Specific Management Issues". In her survey of six libraries, she found several common elements, one of which was the use of the planning group to set goals and priorities. Adams, Bernthal, Bicknell, and Pearson (1991) of University of Nebraska - Lincoln also discuss the use of the planning group for this purpose.

When the programmatic objectives have been established, it is easier to engage in the needs assessment and to move towards the fulfillment of the program design process.

1. NEEDS ASSESSMENT

The needs assessment should be considered the most important phase of the process, for without a thorough and complete needs assessment, it is not possible to design and implement a good program. The needs assessment is, in fact, the cornerstone of the process.

The needs assessment should identify

- the target audience; i.e., the students and other users of the library services
- the varied environments, such as
    External: course delivery site, local site library resources (material and human), student environments (where they will be enrolled in class, where/how they will be doing library work)
    Internal: academic departments, continuing education, support services

- the course needs of students; i.e., the library resources needed by the students and faculty and by local site libraries serving students
- the library skills and knowledges of students
- the faculty usage of library services, whether on or off-campus
- the faculty attitudes and perceptions regarding the off-campus student need for library services

During this phase, it is also necessary to collect data about

- the institutional attitude toward off-campus delivery of courses; i.e., do teaching faculty consider it part of their mission? do library staff see provision and delivery of off-campus library services as a library mission?
- the varied formats used for off-campus education at the institution
- the academic programs taught off-campus, and their current and potential need for library services
- the libraries located in and around the learning location
- the environment of the parent institution, with specific regard to the cooperation and coordination between units
- the fiscal environment of the institution and of the state
- the expectations of others (administration, students, faculty)

Questions for which answers are needed include:

FOR INSTITUTIONAL BACKGROUND

Are courses already taught off-campus or will this be a new endeavor for the institution? Where are courses taught -- are they taught only within the state, regionally, or nationally? Are programs site-specific? Is there a usable infrastructure already in place? Is there a formula for providing additional monies to the library for any newly developed academic programs?

FOR LIBRARY/PROGRAMMATIC BACKGROUND

Who are the students? What courses are taught? Where are they taught? What access do students have to local libraries and library resources? What services does the library offer to on-campus students which can be offered off-campus and can the same structure be used? Does the structure for off-campus services need to be parallel to that which is used on-campus. How many exceptions-to-the-rule will have to be made to serve off-campus users? (How many is too many?) Will contracts with other libraries be necessary?

To resolve these issues, it may be necessary to develop a questionnaire, to conduct a series of interviews or focus groups, or to ferret around the institution for appropriate reports. Most likely, it will be necessary to do all.

Once the data has been collected, it needs to be analyzed and many decisions need to be made.

2. PROGRAM DESIGN

The program design phase bears resemblance to the chicken vs the egg question. Which element has more bearing on the development of the off-campus library program: staffing? format? services? technology? or the all persuasive budget?

Staffing: The level at which the off-campus programs unit is staffed can determine the program format and the level of services provided. There are several models:

- redirect a current librarian to develop and manage the program
- hire a new librarian to develop and manage the program
- hire a consultant to design the program

Again, there are questions to be answered: Should the position be full-time, part time or coordinator's? Does the budget allow for a new position? Will other departments help to support expenses? Is the student body large enough to indicate that a separate position is needed? Should the appointment be shared by library departments? Which of the services can be performed by non-professionals? How much support staff time will be necessary? What type of flexibility is required?

Format: Answers to this issue may revolve around how large the student body is, or is expected to be, as well as what the infrastructure of the library is. And they may depend upon the level of institutional commitment to the growth and development of the off-campus student population. Should there be a separate unit developed to providing off-campus library services or should services be integrated into other departments, for instance, with interlibrary loan taking responsibility for document delivery and the reference desk staff handling all requests for information and assistance? There are indeed a variety of formats but even at most institutions where there is not a single identifiable unit providing off-campus services, there is, at the very least, a person who coordinates the services. Indeed, some institutions have elected to start with smaller programs and, as usage has grown and/or as more services have been added, they have changed format.

Services: As indicated in many articles and as shown in both editions of the *Off-Campus Library Services Directory* published by CMU (Lebowitz and Schultz 1990; Jacob 1993), regardless of whether the academic program consists primarily of independent study or site-based, cohort programs, nearly all libraries provide off-campus students with access to online catalogs, reference and referral services, and document delivery, etc. The questions that arise are not so much about what services should be provided to off-campus students but how to provide them at the same level as is available to on-campus students and how to finance them.

Document Delivery: The major concerns in the area of document delivery have to do with the method of delivering documents and materials and whether the delivery should be free or charged back to students. Methods of delivery most commonly used are first class mail, UPS, FAX, and electronic delivery. Several institutions use all, dependent upon the time element involved.

Use of Technology: Since more and more institutions are providing access to online catalogs, the questions that can arise are: what is the library responsibility toward the student who does not have access? What is the library's responsibility in teaching the use of that technology in so far as it relates to library usage and/or the use of the internet for information gathering?

Often overlooked is the topic of **Publicity/Public Relations**. If faculty and students do not know about the library services, they will not use them. It is therefore, necessary to launch an awareness program to publicize the library services that are available to students and faculty involved with distance/off-campus education. Although it might seem to be the students who must be reached, in fact, the publicity must be directed toward interacting with faculty in a proactive, frequent, and positive fashion.

3. PROGRAM IMPLEMENTATION

If planning and design have been thorough, implementation can be relatively easy. If time and/or structure allow, establishing a pilot program can help to eliminate possible problems. An important concept to keep in mind is that of standardization, i.e., establish procedure for providing services and then provide them equally across the board; do not provide some services to one location but not to another.

4. PROGRAM EVALUATION

The last phase, program evaluation, is as important as the first, the needs assessment, upon which it is dependent. A program cannot be an exemplary one if it does not meet the needs of the target audience. During the evaluation phase, it is important to objectively assess the program to ascertain whether the identified needs have been met and to determine if all needs had been initially identified in the needs assessment phase. Program evaluation provides another opportunity to assess those needs and to modify the program design.

CONCLUSION

There are many questions to answer and many elements to consider when developing a program of library services for off-campus students. Having a process to follow helps to focus energies, alleviate frustration, and provide direction. Recognizing that multiple levels of information are needed is a key factor to developing a good program.

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Teaching Library Skills to the Adult Student

Robin Lockerby
National University Library

INTRODUCTION

Thank you for the opportunity to share one of the loves of my life, library instruction for adult students. I have chosen the metaphor of a journey for this look at teaching library skills to the adult student. In the first stage of our journey, we will look at adult learners and their characteristics. Next, we will continue on to examine adult learning theory and learning/teaching styles. Finally, we will arrive at some of the implications for library instruction. My hope is that when you leave today, you will go away with a clear idea of adult students and their learning needs; an understanding of your teaching style; and some practical ideas to implement in your libraries.

I consider myself fortunate to be at National University Library here in San Diego where I am an evening reference librarian who shares the responsibility of providing reference and library instruction to our mostly adult student population. National University is one of the largest private universities in California with a network of twenty-four campuses/learning centers statewide at convenient locations (e.g., easy freeway access). As National University approaches its twenty-fifth anniversary, our quarter century mark, it has grown to be respected and known for its dedication to higher education while meeting the needs of adult students. Our students tend to be older than traditional college students (average age is in the early to mid-thirties) and most have families as well as hold down full time jobs. Our programs are offered evenings with a one-course-per-month format. The thirty-six to forty hours spent in class each month are usually divided between two nights per week and one Saturday a month. This format is ideal for working adults, but it is also challenging!!

These challenges are not unique to our library or adults learners, but they are accentuated by the nature of our program. First, it is not always easy to convince our faculty, many of whom are adjunct, the value of even one hour of library instruction for their class when time is such a premium. Second, with courses only lasting a month, library instruction needs to happen early in the month if the students are to benefit from our instruction. This puts a strain on library staff scheduling. Third, our adult students live very stressed lives. They do not have the time or patience to listen to something that is not going to directly help them with this month's class.

Since our adult students are older, they bring more skills and more experience with them to the library. Our adult learners have some common characteristics shared with all adult learners. The following section on characteristics of adult learners helps to point out some common ground for all learners. It also highlights how their divergent backgrounds and abilities set them apart as unique individuals.

CHARACTERISTICS OF ADULT LEARNERS

With over 23.5 million adults participating in adult education (U.S. Bureau of the Census 1994, 193), it is important to know who these adults are. We sometimes label them re-entry or non-traditional students. They have returned to school from every walk of life. Some are entering college for the first time, others are picking up an interrupted program after a break of five to fifteen years. Most come because of an internal desire to better themselves, for job enhancement, or career development.

Houle, one of the first researchers to study why adults participate in learning activities, has created a typology of three reasons adults pursue learning:

1. **GOAL-ORIENTED** learners use education as a means to achieve a goal.
2. **ACTIVITY-ORIENTED** learners participate for the sake of the activity and the social interaction.
3. **LEARNING-ORIENTED** learners seek knowledge for its own sake (Merriam and Caffarella 1991, 83).

Cross in **Adults as Learners** cautions that Houle was classifying groups of people, not reasons for participating. The implications from Houle's typology is that people are consistently motivated by lifelong learning orientations. Other researchers, such as Morstain and Smart, allow for multiple reasons to exist. They also acknowledge that motivating factors change from time to time (Merriam and Caffarella 1991, 87-88). Both of these perspectives focus on adults as being highly motivated. From my experience at National University, I see our adult students as primarily goal-oriented learners, yet the other Houle types are a part of our student blend. The motivation for enrolling now (as opposed to beginning their academic program sooner or sticking to an earlier program) is influenced by many life situations. For these students, the motivating factors to continue their education were simply not present earlier--other motivators were present.

Darkenwald and Valentine have identified six categories that deter adults from participating in programs: lack of confidence, lack of relevance, time constraints, low personal priority, costs and personal problems. Time is the largest factor (Van der Kamp 1994, 4321). The students we meet in the library show that they have largely overcome these barriers just by their presence, yet the time factor is an ever present specter that haunts their lives. Adult learners also bring with them the baggage of their previous library experiences. These experiences are powerful influences on the teaching-learning exchange.

Not only do our students need to know how and where to find the information necessary for their papers, but they must also be able to master our computerized catalog and indexes as well as the other technological formats springing up in libraries. For many adults this introduction to computerized systems is intimidating and overwhelming. It did not exist when they were previously in school. Some panic that they will never master the skills in time to locate the needed content information and write their paper. (Our National University students are already over one fourth of the way through the class and barely more than one week has passed). Other students find that computers are a fact of today's world and use them daily either at work or at home. One of our biggest challenges in library instruction is to provide relevant and helpful instruction in a succinct, clear style that takes minimal time--all while respecting the unique learning needs of our divergent adult students.

LEARNING THEORY

Malcolm Knowles is credited with bringing the unique needs of adult learners to the forefront of learning theory--the Andragogical Model. In this model, the needs of the adult learner are the focus of instruction. "By contrasting 'andragogical' or learner-centered methods with 'pedagogical' or teacher-centered methods, Knowles argues that adults differ from preadults in a number of important ways that affect learning and, consequently, how they approach learning. Therefore, according to Knowles, the more traditional pedagogical model is inappropriate for use with adults" (Imel 1989).

Knowles states that the andragogical model is based on several assumptions that are different from those of the pedagogical model:

> "1. **The need to know**. Adults need to know why they need to learn something before undertaking to learn it....
> 2. **The learners' self-concept**. Adults have a self-concept of being responsible for their own decisions, for their own lives. Once they have arrived at that self-concept they develop a deep psychological need to be seen by others and treated by others as being capable of self-direction....
> 3. **The role of the learner's experience**. Adults come into an educational activity with both a greater volume and a different quality of experience from youths....
> 4. **Readiness to learn**. Adults become ready to learn those things they need to know and be able to do in order to cope effectively with their real-life situations.... The critical implication of this assumption is the importance of timing learning experiences to coincide with those developmental tasks....
> 5. **Orientation to learning**. Adults are life-centered (or task-centered or problem-centered) in their orientation to learning. Adults are motivated to devote energy to learn something to the extent that they perceive that it will help them perform tasks or deal with problems that they confront in their life situations....
> 6. **Motivation**. While adults are responsive to some external motivators (better jobs, promotions, higher salaries, and the like), the most potent motivators are internal pressures (the desire for increased job satisfaction, self-esteem, quality of life, and the like)" (Knowles 1984, 55-61).

These assumptions of adult learning seem valid to me, for the most part. As I look at the adult learners passing through our library instruction courses, they are self-directing or self-motivating--ready to get into their research. Our adult learners have a rich base of experiences upon which to draw. Many of these adults are studying in fields where they work on a daily basis. The adult students have a task-centered orientation, rather than a subject-matter orientation. They come to the library with a specific goal to see accomplished: their course paper or project. Finally, our adult students need to apply what they are learning immediately. A theoretical framework has little relevance to the specific task at hand. Adult students want a brief orientation then a chance to get on with the job. In this respect, teaching adults is different than instruction for preadults.

The aspect of this model of adult learning that I am uncomfortable with is that I don't view adulthood as something achieved, but as a process (or a journey, if I keep with my beginning metaphor). I see many of these basic assumptions beginning in preadults--even children. Imel (1989) notes that even Knowles has gradually modified his position to one of a maturing process for all people. This I can embrace. When teaching preadults, the amount of time spent on discipline and giving directions takes up a larger portion of the teacher-learner exchange, but the effective teaching styles that work well with preadults also work with adults if they take into consideration: meaningfulness of the task, active participation, responsiveness to feedback, and a supportive physical and emotional environment created by the teacher.

LEARNING/TEACHING STYLES

The individual learner must be viewed as a sum of his/her personality and life experiences. The learning setting is a rich tapestry in which each learner has his/her own personal style of learning. Each is unique. The more we accept the adult learner as a unique, complex individual, the more we can focus on how we are affecting the learning potential of each individual (Heimlich and Norland 1994, 141-2).

It is often assumed that educators should adapt their teaching styles to the learning styles of the students. This appears to be a contradiction of the very meaning of style--the combination of our personality, experience, ethnicity, education and other individual traits. How do we satisfy every learner and still have a style of our own? Heimlich and Norland (1994, 45-46) advocate that knowing ones own teaching styles helps define what methods are appropriate within the limitations of the classroom. "One benefit in understanding your own teaching style preferences is the empowerment that this understanding offers in helping you meet the diverse needs of learners. All learners have different preferences for learning that are often satisfied by the utilization of multiple methods and strategies for instruction. When you understand your own beliefs about instruction, you are more able to adapt methods to your belief system that will satisfy divergent learning strategies. Because you adapt methods to your style, the methods do not conflict with your approach. Rather, the methods can be adapted by learners to their own learning preferences without compromising your beliefs about teaching and learning" (Heimlich and Norland 1994, 48).

Conti's (1990, 81-82) analysis of teaching style research categorizes educational practice as either teacher-centered or learner-centered. The teacher-centered approach is closely related with B. F. Skinner and sees learning as a change in behavior. The teacher's role is to design an environment which stimulates the desired behavior. The learner-center approach focuses on the learner rather than the content. The central element in this approach is trust. The teacher must trust the students to be responsible for their own learning while they act as advisor or consultant. Learning activities are usually based on a problem-solving skill and learning is measured by self-evaluation. Many of us have developed a blend of styles while others utilize on one style.

Adult learning theory tends to support the learner-centered approach. "Sheridan...observes that an effective teacher encourages mental confrontation and collaboration...and perhaps most important, allows adults to choose what they need to know. Knox's idea of the necessary qualities for teachers are concern and respect for adults with varied background, and a sense of humor, responsiveness and flexibility. Gartner says that the teacher must become a co-learner who adopts a learner role, so that he/she can provide the student with a model of desirable learner behavior. These writers all point toward a preference for the facilitative and collaborative role as opposed to the authoritative role of teachers characteristically associated with classroom instruction designed for the 18-22 year old traditional student" (Coughlan 1989, 162).

LIBRARY INSTRUCTION APPLICATIONS

Library instruction literature has been concerned with developing models of how best to present the organization and use of library resources. Adams and Morris advocate using one of the following approaches:

- **Tool Approach**: describes the various tools such as the OPAC, reference books, indexes, etc. This concept stresses that libraries are organized this way, therefore students should learn this way.
- **Search Strategy Approach**: Stresses the importance of locating background information, indepth sources and journal literature in a systematic way. Emphasis is placed on developing a bibliography of the most useful and relevant articles.
- **Discipline Approach**: Includes an introduction to the basic tools and strategies for research within a specific discipline such as social sciences. Earlham College began this approach in 1976 with its course-related library instruction program.
- **Types of Information Approach**: Focuses on finding specific types of materials for short papers or speeches needing quick facts and statistics.
- **Others**: Includes, case studies, self-paced programs modules, journals, computer-assisted instruction,

> worksheets and the like (Coughlan 1989, 163-7). [In addition to these approaches, Galbraith (1990) discusses additional methods and techniques: learning contracts, discussion, mentorship, group technique, demonstration and simulation, forum, panel and symposium, internship and correspondence study.]

These approaches are steeped in behaviorist and cognitive learning theory, and leave little room for andragogy, which is humanist theory (see **Four Orientations to Learning** in Appendix A for more description). The tool approach and types of information approach are competency-based and demand skill development (behaviorist theory). Search strategy is mostly learning how to learn (cognitive theory), and the discipline approach is a blend of both. The only category that utilizes the learner-centered style of teaching is the "other" category which includes some self-directed methods. If we are able to incorporate an atmosphere of **trust** into our traditional approaches, then our adult students may decide what of the plethora of information we shower on them is useful for the task at hand.

At National we provide several of these traditional approaches in our Library Instruction. What has evolved over the past several years, as we have strived to take into consideration the needs of our adult students, is the same traditional approaches, but on a more interactive, self-directing level. We provide course-related instruction to most of the research based courses, such as, report writing for the social sciences, research in education and research in psychology. The library instruction for these courses is a blend of search strategy and discipline approaches. Even though I tend to lecture, student participation is encouraged throughout the time together. When I incorporate student's questions and ideas into the presentation, not only are they learning what they need, but that sense of trust, which is so critical to andragogy, is developed.

I have played with a variety of formats to get the students involved. Sometimes, they have come to the lecture with a list of questions they want answered about the library. I have also invited them to discuss their problems with libraries (ours included) from their past experiences. Out of this discussion some valid expectations of what we can do for them are established. I am always amazed at how allowing the class to ask questions and help set the agenda consistently covers the important items I have set out to cover.

Surveying the class before they come to the library can help you plan your library instruction. The value of pre- and post-testing is well documented in library literature. "You can [also] develop a list of competencies...and ask participants to check...the level at which they believe they are presently performing....Asking how they like to process information and what methods they like to use in that process is one easy and rather quick method for acquiring information. Analyzing feedback from participants can assist in the selection of the most appropriate learning activities" (Galbraith, Attributes..., 1990, 13-14).

For many, activity based learning is a primary learning tool. Ragains (1995) has developed an active learning technique known as the "jigsaw method" which is based on Drueke's active learning paradigm. Ragains divides classes up into groups based on the types of resources listed on the topic bibliography prepared for the class. Each group is given ten minutes to answer questions about their set of books (titles, type of information, currency, usefulness and limitations) then report its findings to the class. Ragains usually allows 40 minutes of an hour presentation for this. My problem with this approach is time. I usually only get one hour to cover the basics and database instruction. On occasion I have divided the class into small groups to solve simple library tasks (locate books, articles, overviews, bibliographies, etc.) and report back to the group. This works well as far as involvement goes, but it is almost too busy for my teaching style and the noise/energy level of the library is considerably higher. This takes additional class time and I find that once I set adults "free" I have a very hard time getting them to come back and refocus.

In addition to these course-related sessions, we have some course-integrated activities in the library, especially with our business and finance courses, where we instruct on the use of several basic references needed to complete a course assignment. These sessions are brief and focused. Most of our business classes are taught with a team approach. The teams arrive at the library with their impending project and report topic. We show them the necessary resources; give them a bibliography; and a suggested sequence outline, but it is up to them to divide the labor and solve their problem. Some choose to follow our suggested sequence and others choose to do it their own way, occasionally developing some very creative solutions. I work hard to establish a rapport with the students and to let them know that it is safe to come to us for assistance. I tell them that my expertise is not the content of their field, but in the process of finding information. Librarians are expert at helping them establish a search strategy or find the best terms for their research. I try to treat them with respect and acknowledge their background experiences as valid while encouraging them to try other paths to information. I feel this approach to teaching fits within the adult learners needs as well as my own teaching style. The feedback I get from students and faculty tends to support my assumptions.

A third element in our library instruction plan is the term paper clinic based on a search strategy format. The typical student who attends is a re-entry student in the first month or so of their program. They are usually insecure about their ability. One of my main objectives of this clinic is to encourage and give confidence to these learners so that they will be able to function in the library and the academic community. In this setting I let the students select what aspects of writing term papers we will cover. Since National University does have a Writing Center just down the hall from the library, I try to stay focused on library sources, but will address any question they have.

The library also tries to reach out to all adult learning styles and to the do-it-yourself types by providing a variety of point of use aids, library guides, and self-paced exercises. Given enough variety in self-helps and a friendly, nurturing staff, most students will be able to select the style of assistance that meets their learning need.

CONCLUSION

Effective library instruction for adult learners assumes that adults want to learn and are motivated. There is no one best way to teach, but if anything can be learned then we can present it in a planned, systematic way that allows our adult students to apply what they feel is needed.

One of the things I have enjoyed about our NU students is their sense of purpose and dedication--their motivation. They have enrolled in a degree program, not just because they are sadistic (one must be a little off balance to purposefully choose to complicate ones life to this degree), but our students enroll because they perceive this as a step in their career enhancement or career change plan.

Even though I work with adults at National University, I have a background of teaching in a variety of settings: traditional college (18-22 year olds) as well as children. I find myself often asking if I really do teach differently when I am with adults. I believe that good teaching crosses the bounds of age and that what is good for the gosling is good for the goose. The distinction is that when I teach adults I have the freedom to release them to make their own choices (for better or for worse). I expect them to be responsible to follow through and apply general concepts to their own needs and experiences--to be self-directed. When I teach preadults, I am preparing them for that future freedom so that they will have the necessary experiences and maturity to make good choices. It is a journey--a never ending process of learning.

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APPENDIX A

Table 7.1. Four Orientations to Learning

Aspect	*Behaviorist*	*Cognitivist*	*Humanist*	*Social Learning*
Learning theorists	Thorndike, Pavlov, Watson, Guthrie, Hull Tolman, Skinner	Koffka, Kohler, Lewin Piaget, Ausubel, Bruner, Gagne	Maslow, Rogers	Bandura, Rotter
View of the learning process	Change in behavior	Internal mental process (including insight, information processing,	A p ersonal act to fulfill potential	Interaction with and observation of others in a social context
Locus of learning	Stimuli in external environment	Internal cognitive structuring	Affective and cognitive needs	Interaction of person, behavior, and environment
Purpose of education	Produce behavioral change in desired direction	Develop capacity and skills to learn better	Become self-actualized, autonomous	Model new roles and behavior
Teacher's role	Arranges environment to elicit desired direction	Structures content of of learning activity	Facilitates development of whole person	Models and guides new roles and behavior
Manifestation in adult learning	•Behavioral objectives •Competency-based education •Skill development and training	•Cognitive development •Intelligence, learning, and memory as function of age •Learning how to learn	•Andragogy •Self-directed learning	•Socialization •Social roles •Mentoring •Locus of control

(Merriam and Caffarella 1991, 138)

TEACHING LIBRARY SKILLS TO THE ADULT LEARNER

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Collaboration With Faculty:
Integrating Information Literacy Into the Curriculum

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EDUCATION NETWORK OF MAINE

The Education Network of Maine provides statewide access to courses, seminars, training, meetings and an expanding network of people and information through a comprehensive voice, video and data network. Developed by the University of Maine at Augusta in consultation with Maine's Technical College System, Maine Maritime Academy, other University campuses, Maine Public Broadcasting System, New England Telephone and the Maine Department of Education, the statewide network was inaugurated in September 1989.

Today the Education Network of Maine is a separate entity within the University System and serves approximately 3,000 students at more than 100 locations each semester with a range of 70 credit courses leading to five full associate degrees and Masters degrees in Library Science (through the University of South Carolina) and one in Industrial Technology. Several new baccalaureate and graduate degree programs are scheduled to begin in the fall of 1995.

Many of the courses developed for distant delivery have been created as a result of a grant from the Annenberg/CPB Project which funded faculty and staff proposals aimed at upgrading curricula and support services for distant students. This project funded the workshops and the development of the Off-Campus Library Services video and many of the point-of-use guides discussed in this paper.

The *ACRL Guidelines for Extended Campus Library Services* provides one of the primary goals for the Off-Campus Library Services program at the Education Network--that all students should receive equitable library services no matter where the classroom (Association of College and Research Libraries Task Force 1990, 354). The goal of quality education and quality support services is implied when designing and implementing these services. The ACRL Guidelines are used by staff, faculty, administrators at all levels within educational institutions, as well as accrediting and licensure agencies. They specifically state that [library administration] "participate with administrators and teaching faculty in the curriculum development process and in course planning to insure appropriate library resources and services are available" (Association of College and Research Libraries Task Force 1990, 354). With these principles in mind--that of "equitable library services" and "[participation in] curriculum development. . . and course development"--it is essential that off-campus library services librarians look beyond mirroring the "services" offered by the campus library to the analysis of the specific content and quality of those services. One specific aspect of library services that will be investigated in this paper is that of bibliographic instruction as information literacy.

The professional literature has provided substantial documentation on the importance of information literacy as a primary skill in the Information Age--in individuals' lives, in business, and in citizenship. This survival skill is essential in the world today (ALA 1989, 1). Since the 1970s, the definition of "information literacy" has grown and expanded as information has become accessible in print and digital form and the definition has evolved to include other characteristics and skills (Behrens 1994, 311). Today we think of information literacy as initially recognizing the need for information, knowledge of the tools and resources to access, specific research skills and strategies to apply in the search, along with the added ability to judge and evaluate what is found.

Information literacy, i.e. the ability to judge information and build knowledge can be a liberating and empowering experience. The librarian's responsibility is to identify ways in which information/research skills can be incorporated into the curriculum to enhance coursework and assignments. Often information literacy instruction is thought of as a self-contained unit inserted into the curriculum. Since little or no collaboration with faculty in the planning of the research assignments takes place, the librarian, in an attempt to cover all the bases, stuns the student with a bewildering array of information in a myriad of formats. The result is often chaos rather than clarity, fragmentation rather than unity. The library (virtual or otherwise) does not exist so that people can learn to use it; however, using an electronic library remotely and accessing other information sources whether they be local, state, or on the national networks does require training and support especially for students who are solely accessing that information via computer. The key is in laying the groundwork so that all of the technical training in computer use, database dialing, search commands, the mysteries of keyword access, document delivery, and logistical information about extended campus library services can be taken care of in earlier settings and the real purpose of the classroom visit by the librarian--that of accessing, evaluating and using information in new and creative ways--becomes the purpose of instruction.

Distance education presents a particular challenge for meeting the baseline information needs of students because rarely does the library offer its own formal curriculum over the distance education networks to meet these needs. Because of this lack of formal instruction, training must be approached in a variety of ways aimed at the different support groups to which the student can turn. Some of the basic techniques discussed below are rather obvious and have been used for years in the traditional library setting, but are often overlooked in the distance education setting because they are seen as "outdated" and do not have all of the dazzle of others, i.e. teaching over the interactive system with elaborate graphics and computer telecast capabilities.

At the Education Network of Maine, the basic training for technological and procedural logistics are targeted toward three groups--students, staff and local cooperating librarians, and faculty. These training needs are met in a variety of ways.

BASELINE TRAINING FOR STAFF AND COOPERATING LIBRARIANS AT THE RECEIVE LOCATIONS

Staff training includes five majors components. These components were designed to meet the immediate training needs of staff and librarians dealing with students on the local level. Annenburg/CPB funding allowed the office of Off-Campus Library services to collaborate with production staff at the Education Network in developing a video which describes the logistics and services of the office, as well as, a general description of URSUS the statewide online public access catalog and gateway to electronic information on the global network available locally at Centers and Sites for students to research. Point-of-use guides were created which were placed near the terminals for staff and students use when searching URSUS. A flip chart was developed which included local login instructions, directions for ordering documents and materials electronically and sample search techniques such as limiting and keyword searching. A staff manual then was created for use by staff at the remote locations which included master forms, policies, and other information. Along with the manual, a brochure was written outlining basic off-campus library services available to students. Traditional methods, perhaps, but they afford written and visual documentation for point-of-use instruction. By far the most essential baseline preparation for this group involved local onsite training of staff and librarians by the off-campus librarian in beginning and advanced research techniques using URSUS, the logistics of the off-campus library support services, and library policies and procedures. This visit afforded the opportunity for one-on-one discussions and provided an opportunity for both the off-campus librarian and local staff to meet. An added bonus of the onsite visit is that it offered the off-campus librarian a chance to see the student computing equipment used for searching--often helpful when assisting students over the phone when they are actually researching a topic.

BASELINE TRAINING FOR STUDENTS

Basic training for students begins with New Student Orientation which takes place over the interactive television network. The off-campus librarian participates in these sessions, if only for a few minutes. This initial meeting between students and librarian give the student a realization that library services are available and a librarian is only a phone call away. The point-of-use guides, the flip chart, brochure and the video mentioned earlier further support library awareness. Professional library staff also participate in nine (9) classroom hours of the Introduction to the College Experience curriculum. This course is recommended highly by advisors to returning adult students and is a required course for students in the General Studies program. The curriculum presented by librarians includes hand-on assignments using URSUS as well as basic information literacy instruction. Feedback from student evaluations confirms over and over that this "basic training" is invaluable to those who have never experienced using an automated library system for research. Basic training is further enhanced by the English Department's requirement that a research paper be taught as part of the College Writing curriculum and that information literacy instruction by a librarian be a required component of the course.

BASELINE TRAINING FOR FACULTY

Library services for faculty are also discussed in the brochure and mailings which are sent to faculty before the semester begins. The Off-Campus Library Services office is the contact point for broadcast rights, copyright clearance for reserves and course packs, and the collaboration between faculty and librarian begins here. The office also participates in a formal workshop day sponsored by the Center for Distance Education for faculty who are new to teaching over the interactive television system. This initial workshop is generally an overview of library services and distance education technologies. The workshop day is expanded into a two-day Spring Institute sponsored by the Office of Distance Education. The institute provides an opportunity for the off-campus librarian to offer workshops geared specifically for faculty and allows for further discussions on how "this all works." The primary objectives for the library workshops are:

- to provide technical training for faculty in using library technology
- to enable faculty to learn about the library's newest information resources
- to understand the need to incorporate critical thinking skills into the curriculum
- to generate ideas for applications of the skills into practical assignments

Presentations by the off-campus librarian on the logistics of the off-campus library services program, introduction to the potential of URSUS, discussions of Internet resources, other information sources, along with actual hands-on sessions lay the groundwork for ideas on possible research assignments which can be incorporated into the curriculum. Examples of assignments that have worked well--research papers, annotated bibliographies, articles to supplement the text from specific journals or newspapers, reviews of local performances based on professional reviewers' works, short papers, environmental assignments using topographical maps which have been placed on reserve--all of these generate ideas for additional assignments before the syllabus has been cast in stone. During these workshops the seeds of collaboration with faculty really begin to flourish.

The groundwork has been laid. The faculty now have an understanding of the automated library system, the services which can be provided by the off-campus library services office, the structure of the support system for students doing research at a distance, and a familiarity with the librarian. Serious collaboration begins to take place at this point--what can work? What has worked? Can this work? Are the resources sufficient? Can resources be purchased and shared between two classes? Three? Questions are raised. Possibilities posed. The faculty now has a more thorough understanding of the network to ask the more precise questions specific to their research project. The faculty/librarian partnership creates a shared vision of expected student outcomes. Since the librarian has been a partner in the development of the research assignment, they are now able to tailor the research skills training for the classroom visit which adds a new expanded dimension in the learning process.

CONCLUSION

Basic library literacy training must be an ongoing and multidimensional process. All components must be attended to before true collaboration with faculty can take place. Once the basics are dispensed with the real purpose of research can begin--accessing information, evaluating the information, and using the information in new and creative ways which is the purpose of the investigation in the first place.

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Developing Off-Campus Services in Utah: A Cooperative Experience.

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OVERVIEW OF HIGHER EDUCATION IN UTAH

Utah is a western state of 84,904 square miles with a population of 1,722,850 (U.S. Census 1990). Seventy-eight percent of the population is concentrated in the metropolitan area known locally as the "Wasatch Front" in the northern part of the state. The rural population lives remote from the urban services and educational opportunities which are offered in the population center. This uneven population distribution creates political differences within the state since rural residents sometimes feel that their opinions and needs are ignored in favor of the urban majority.

The higher education system includes nine state institutions and two private colleges. Of these, six are located within the Salt Lake/Ogden/Provo metropolitan area constituting the "Wasatch Front". The enrollment at all institutions is 136,399 students (Utah Foundation 1994). Two institutions have had a history of providing distance education in the state: Utah State University, which, as a land grant institution, provides educational programs to state residents and has operated centers and branch campuses since the 1960's; and the College of Eastern Utah which has operated a branch campus in the southeastern end of the state since 1977.

The University of Utah's Spencer S. Eccles Health Sciences Library has an outreach mission to provide library services for health care professionals in the state. Other institutions are relative latecomers to distance education but have recently become more seriously involved due in part to the Governor's Technology Initiative.

THE TECHNOLOGY INITIATIVE

Utah Governor Mike Leavitt, who took office in 1992, hopes to expand Utah's higher education system through distance education. Technology-based instruction would expand the present education system by 20,000 fte rather than by increasing the student capacity at existing campuses. The Higher Education Technology Initiative has provided state funds to extend higher education opportunities using telecommunications rather than through what the Governor describes as traditional "bricks and mortar."

A foundation of this initiative is The Utah Education Network, which is an umbrella for many different distance education projects. These include delivery of for-credit college courses on: two broadcast stations, KUED and KULC; EDNET, an interactive microwave network which deliver courses to sixty-nine sites located at highschools and universities all over the state; and the UEN data network which is an Internet service including a library network called LIBNET (Utah Education Network 1993). Since 1984, Utah State University has operated its own telecommunications system called COMNET to deliver courses and degree programs.

One result of the supportive political climate for distance education is that all of the state institutions are entering into the competition for students by extending their educational offerings off-campus. The Board of Regents decides which institutions deliver specific programs.

LIBRARY COOPERATION

Since institutions are funded on the basis of student fte, competition for these students is an obstacle to cooperation, although joint university centers have been established. Between libraries, however, there has been a stronger history of cooperation. The Utah Academic Library Consortium (UALC), established in 1971 under the name Utah College Library Council (UCLC), was formed:

> to improve access to the services and collections of the academic libraries of Utah for students, faculty, and staff; to make more effective use of available library funding through sharing of resources and cooperative acquisitions; and to foster research, development, and implementation of cooperative programs. (UCLC 1st Annual Report 1973).

Full membership in UALC requires current accreditation through the Northwest Association of Schools and Colleges, a demonstrated capacity to provide electronic resources and interact with other institutions electronically, a library facility of at least 35,000 volumes which is both easily accessible to faculty and students and is supported by a professionally trained staff, and a demonstrated two percent average annual collection growth rate over a three year period. Fourteen state and private academic libraries plus the State Library Division currently comprise the UALC membership.

UALC has developed or been involved in several cooperative programs that created a foundation for providing library services to distance learners. Statewide reciprocal borrowing for students, faculty and staff at UALC member institutions was established in 1982. Return of materials and reimbursement for net lenders is handled through the Inter-Library Loan departments of the libraries.

The UALC coordinated collection development program is based on the philosophy that the separate library collections in the state should be viewed as a single resource to be developed and managed through cooperative efforts. Member libraries attempt to avoid duplicate purchase of rarely-used expensive library materials through coordination among the acquisitions librarians on each campus. Eleven different Wilson periodical indexes are available electronically state-wide. In 1995, a statewide contract for UMI full-text service was negotiated. Since smaller libraries are counting on technology to provide needed resources, this project is seen an important step in creating a statewide network of resources.

TASK FORCE ON OFF-CAMPUS PROGRAMS

UALC established an ad hoc Task Force on Off-Campus Programs in late 1992 to investigate library service issues for distance learners in Utah. The six member Task Force included representation from four university libraries, the State Library, and one two-year college.

The Task Force was created to address the library and information needs of distance learners in Utah. The following charges were assigned to the Task Force:

- ○ determine the impact of the Northwest Standards on outreach programs from Utah institutions.
- ○ determine the extent of distance education programs sponsored by institutions within Utah and chart location/overlaps.
- ○ compile a list of problems and issues faced by each institution.
- ○ determine staff responsible in each institution's library for providing library services and how institutions support these services.
- ○ make recommendations on how we can address these problems collectively.

In 1994 the Task Force was elevated to a standing committee in recognition of the importance of distance education in Utah, as more institutions were providing outreach programs. In order to achieve the ultimate goal of standardized library services for all distance learners in Utah, the UALC Committee on Distance Education is currently:

- ○ promoting an awareness of: distance learners existence; the need for libraries to identify their distance learners and recognize their obligation to provide services; library services and issues must be publicized to faculty, students, and distance education providers.
- ○ establishing a network of librarians from diverse institutions to address services cooperatively, share information and expertise, and to identify issues and problems.
- ○ providing a support group for librarians working in off-campus services in Utah.

SURVEYS: PURPOSE AND METHODOLOGY

The Task Force faced the challenging prospect of determining library services currently available to distance learners and identifying courses and sites state-wide. A survey of all UALC libraries and institutions of higher education in Utah was conducted in order to complete the assigned charges. The data collected would provide a base from which to assess current library services and also serve as a preliminary needs assessment.

The survey was developed in 1993 and conducted in 1994. Considerable time was spent deciding specific data to collect and the best method for disseminating the survey. Similar surveys were identified through an ERIC search and reviewed for ideas and inspiration. Individual libraries, librarians, distance education units and their directors had to be identified before distributing the survey.

The surveys were distributed in January 1994 and by July, thirty-seven out of thirty-eight had been returned.

LIBRARY SURVEYS

The following parameters were determined before the survey was conducted in order to facilitate the data collection from libraries:

- All libraries in the eleven institutions would be targeted; branch libraries would be identified through the survey and contacted later unless they were the sole service available.
- Off-campus users were defined as those "who do not reside, attend classes, or teach at the institution's main campus."
- Off-campus services were defined as: "provided to any users that are separate from those traditionally provided at the main campus library." Examples delineated these definitions. For example, computer access to online catalogs and electronic databases would fall into the off-campus services category only if accompanied by a toll-free number or a document delivery service.

  Since most Utah academic libraries provided telecommunications access to their databases, this clear distinction was essential to collecting data only for those services designed to support off-campus users.

Sixteen libraries at eleven institutions were surveyed. Breakdown by type of library:

- General (12)
- Law (2)
- Medical (1)
- Branch Campus (1)

COURSE SURVEYS

The following parameters for courses and programs were determined in order to facilitate the data collection:

- Information on programs would be collected from each institution's Division of Continuing Education/Extension unit. Graduate schools were included only if they offered off-campus programs separately.
- Departments within colleges were not included because the Task Force felt sufficient information could be gathered from more centralized sources.
- Surveys distributed to distance education units requested that all off-campus programs and activities be attached, specifically for Fall 1993.
- All off-campus degree and non-degree courses and programs were solicited in order to identify major

areas of distance education activities. The Committee would then follow up by gathering additional information, brochures, and schedules to supplement the survey.

Out of eleven institutions, twenty-two separate units were surveyed for distance education programs. Six colleges at Utah State University were originally included in the survey but not in the final tabulation, resulting in data collected from a total of sixteen units. The breakdown by type of unit and total surveys:

- Continuing Education (9)
- Graduate Schools (5)
- College/University (2)

In addition to completing the surveys, the committee was given two additional charges: draft a statement on distance education library services for the Utah State Board of Regents; and review the ACRL Guidelines for Extended Campus Library Services.

SIGNIFICANT RESULTS

The major findings of the survey were not surprising; a lack of full-time library staff assigned to provide services exists and funding is either inadequate or non-existent. Issues of concern include: libraries being left out of the design and delivery of distance education programs; and the need to publicize services.

Every Utah institution in higher education offering distance education programs does have one library either providing some level of service or is in the process of developing services. That Utah academic libraries still have considerable ground to cover in the area of off-campus services is not surprising. However, in the few years the committee has been active, there have been positive and tangible impacts at various institutions.

THE BENEFITS OF COOPERATION:
UTAH VALLEY STATE COLLEGE

As Utah Valley State College (UVSC) has developed from a vocational school to community college to state college, emphasis has been placed on providing equal educational opportunities for students in outlying areas, predominantly two neighboring counties, Summit and Wasatch. Students in Summit County now attend classes at the UVSC Education Center-Park City. Students in Wasatch County attend classes currently taught at a high school in Heber City.

Distance education programs in these centers are taught by adjunct faculty, through interactive television (Park City only) and via educational network TV classes available through a variety of means including cable services.

LIBRARY SERVICES

When the Park City Center was first developed, UVSC made tentative plans to provide library services to that center. The center director made the assumption that, since the Park City Public Library was located in the same building as the UVSC Park City Center, the public library would willingly provide library services to the students.

This assumption caused some initial contention. The Park City Public Library will only provide free access to their collection if the student/patron lives within the city limits, and most UVSC students live outside these limits. Full access to library privileges at the Park City Library are available to UVSC students for a $45 annual fee. The UVSC Center provides access to the main campus library through the computer system and a small reserve section on site.

The new Heber City Center is currently located near the Wasatch County Public Library. Most students at this center will likely be residents of Wasatch County, giving them full access to services through the county library. The Wasatch County librarian is open to working with our distance students and will contact the UVSC Distance Education Library Services coordinator if the demands placed upon their facility become too great.

RECENT EFFORTS

In the past year, the UVSC Library has created the position of Distance Education Librarian to help cope with the task of providing these services. The Distance Education Librarian currently provides short bibliographic instruction via interactive television courses at the request of the instructor. Other services, including a shuttle/courier service for book/document delivery and an extended loan period are being considered to meet the needs of distance students. The Utah Academic Library Council's Committee on Distance Education (formerly, the Task Force on Off-Campus Programs) has provided guidance and mentoring as UVSC attempts to provide necessary library services to patrons in Heber City and Park City. The completion of the survey helped the UVSC Library come to a realization of their lack of services to these areas. Efforts are now underway to reverse this and to begin providing library services to meet the needs of distance learners.

THE WEBER STATE UNIVERSITY EXPERIENCE

Outreach responsibilities were assigned to the Interlibrary Loan Coordinator at Weber State University's (WSU) Stewart Library. The ILL department decided to accept fax and e-mail requests from WSU off-campus students, and to ship materials to students via UPS, US Postal Service or fax. A shuttle service serves two off-campus centers in the Salt Lake City area twice a week.

A major outcome of the Task Force has been an increased awareness of the needs of off-campus students and the need for better cooperation among Utah's academic institutions. For example, the Library's Media department has videotapes on reserve for University of Utah nursing students who live in Ogden. WSU also has a nursing program, but is coöperating with the University of Utah in the interest of the students.

Videotapes have been loaned to a WSU nursing student in Montana although WSU does not normally loan videotapes to students. The parameters are changing so students must have access to library services wherever they may be. The Stewart Library recognizes that additional pressures are placed upon public libraries in remote locations when an academic program exists in the area.
Budgets for library services to outreach students are non-existent in most cases. At WSU a request has been made for a half-time staff person in ILL to help bear the increased load.

HEALTH SCIENCES OUTREACH:
THE UNIVERSITY OF UTAH EXPERIENCE

The primary library resource for health sciences information in the state is the Spencer S. Eccles Health Sciences Library (Eccles Library). As one of three University of Utah libraries, the Eccles Library is located in urban Salt Lake City and serves primarily faculty, students and staff in the School of Medicine and the Colleges of Nursing, Health and Pharmacy.

In 1992, the Library established the position of Assistant Director for Outreach Services. This person is responsible for coordinating the library's programs and services that support distance education and providing services to health professionals throughout the state. In addition, the Library has assisted the Continuing Medical Education program in the School of Medicine.

During the last two years, the Library has received funding from the National Network of Libraries of Medicine and the Utah State Department of Health to support travel to rural areas of the state to provide training to health professionals in the use of computers and networks to receive information services. The Assistant Director for Outreach Services is also the library's representative to the Utah Area Health Education Center Advisory Board.

The College of Nursing offers the only health related distance learning degree program at the University of Utah. This program began offering its program with a Nurse Practitioners Masters Degree in the Fall of 1993 and started a second degree program in the Fall of 1994. A library use component was included in the orientation program given on-campus in the Fall of 1993. In addition to a tour of the library focusing on aspects of acquiring services from a distance, a two hour class is offered on use of the Internet, including signing them up for passwords.

The second year, as students began the new Public Health Nursing Masters Degree program, the faculty did not make any attempt to promote or support the library component and it was canceled. It soon became apparent that these students needed help and some type of instruction. The target group of students with the greatest need were students living in the vicinity of Price, Utah. The students take classes over the statewide EDNET system, and use the College of Eastern Utah's (CEU) library. The library's collection supports a curriculum for their Licensed Practical Nurse (LPN) program and is not appropriate for graduate students.

In discussing the idea of offering library instruction with librarians from other institutions serving distance education students in the Price area, the concept of a cooperative workshop evolved and grew in scope. Ultimately, it was decided that librarians from Weber State University, the University of Utah, and the College of Eastern Utah would present a workshop at the CEU Library for their students and faculty.

The workshop was designed as a pilot program in hopes of replicating the model at other sites to address the information needs of other distance education students. The program consisted of librarians meeting students and descriptions of each institution's policies and procedures for distance learning students. Then instruction was presented on search strategy, how to search the Cumulative Index of Nursing and Allied Health (CINAHL) on CD-ROM, use of the National Library of Medicine's Grateful Med/Loansome Doc for searching, and ended with an introduction to the Internet.

On Saturday, December 17, 1994, five librarians from three institutions of higher learning presented a workshop to five students, two CEU Nursing Faculty and two library employees. The workshop was deemed a success by both librarians and attendees and resulted in a format for cooperation and planning future programs of this type. Another workshop is planned for late August 1995.

PORTRAIT OF A BRANCH CAMPUS:
COLLEGE OF EASTERN UTAH, SAN JUAN CAMPUS

The College of Eastern Utah, San Juan Campus in Blanding is one of the few distance education sites in Utah with a library. This branch campus has operated in Blanding since 1977, offering associate degrees in arts and science, an LPN program and business certificates. Approximately 500 students are enrolled in classes; fifty percent of these are Native American. There are more Native Americans enrolled on this small campus than at any other institution of higher education in Utah.

In the early 1980's the library consisted of a few books in the bedroom of a trailer house which had been converted into a classroom. Work study students stamped and circulated books. When the campus acquired the Administration Building, the library moved into a small room next to the business office where books were available on a self-serve basis.

The current library began operation in 1987 in the award-winning solar adobe Science Building. The Science Building is the first modern state college building in Utah built entirely from adobe brick. College and high school vocational classes made the 27,000 adobe bricks used to construct the building. Faculty and staff spent a Christmas vacation painting the interior. Maintenance staff and faculty built library shelves, study carrels, and a circulation desk.

For the next three years, the library was staffed by an English instructor and work study students. Operating expenses came out of student fees and from faculty who donated a portion of their budgets to the library. In 1990, the legislature approved a position for a full-time librarian and an annual operating budget of $10,000. The one-room facility has a collection of 4,700 volumes, sixty periodical subscriptions, nine CD-ROM databases and Internet connectivity.

Students attending San Juan Campus have become adaptable. They make use of non-traditional library resources, contacting local agencies such as Human Services for information. They gain access to personal libraries of community members, use county and school libraries, call relatives living near colleges and universities asking them to borrow for them and on out-of-town trips, make time to visit area libraries.

CLOSING COMMENT

The UALC Committee on Distance Education is committed to strengthening library services to every part of Utah where higher education is active; our goal is to ensure distance learners do not have to add more distances in order to access and use information resources.

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Faculty and Liaison for the Off-Campus Library Services Conference

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Western Michigan University provides the largest off-campus continuing education program in Michigan, with up to 35 undergraduate, graduate and certificate programs at the five regional centers as well as satellite and correspondence programs.

The purpose of this survey was to investigate the perceptions of faculty concerning library services at the off-campus centers. Additionally, the survey gave the faculty an opportunity to provide opinions or suggestions . The information will be used in enhancing or establishing more effective faculty/librarian relationship and recommendation for library service.

Data was collected through mail surveys to 274 off-campus full-time and part-time faculty , at Western Michigan University's five Regional Centers. A total of 119 responses were received.

The results indicate that faculty at the largest facility at Grand Rapids also had the highest response rate at 35.8%, followed by Battle Creek (21.8%), Muskegon (14.5%) Lansing (15.1%) and Southwest (12.8%). Breaking down the responses by program indicated that the highest response were from those in the Education programs (numbering 23 in total) and the fewest response was from those in the communications, history and computer science programs, each numbering 2 responses.

The question on usage of library resources breakdown was the following: 24% use the services, 17.9% was unaware of the service. The highest response was 49.2% representing those who had not used the services due to reasons such as the program did not have a library component or the program depended on the departments resources. 3.4% had not received any information on services available, and 5.6% had not incorporated the need for library resources into the course. On comparing usage versus program, it was found that percentage wise, the highest usage of library resources were from those in the communication programs (Refer to Chart entitled 'Library Usage Vs Program').

On rating the library services, 48% of faculty rated availability of library services at regional centers as excellent. 40% of the faculty rated excellent availability of library materials from the main campus.

Convenience, access or availability of computers were rated at 40% for excellent service, and off-campus document delivery system was rated as good. 45% of faculty were able to see an improvement in students performance in relation to available document delivery. The majority were satisfied with off-campus services for the regional centers. However the values of percentages in the region below 50% indicate that there is a room for improvement.

This research suggests the need for faculty and librarian to have a closer working relationship, through better communication and more frequent interaction with librarians, to enhance the library service to the students and faculty. My perception is that flexible sessions conveniently scheduled for faculty will improve library services and communication.

The new age of research is here so lets not waste time and do it now!

SURVEY

1. Which Western Michigan University Regional Center do you teach classes? (Please check all that apply)

____ Battle Creek ____ Grand Rapids ____ Lansing

____ Muskegon ____Southwest (St. Joseph)

2. Which of the following programs do you teach?

____ American Studies
____ Applied Liberal Studies
____ Applied Professional Studies
____ Business Administration
____ Cert. (Alcohol/Drug Abuse)
____ Cert. (Holistic Health)
____ Communication
____ Counselor Educ/Psych
____ Criminal Justice
____ Early Childhood
____ Earth Science
____ Educational Leadership
____ Elementary Education
____ Engineering
____ Health Studies
____ Industrial Engineering
____ Industrial Psychology
____ Mechanical Engineering
____ Production Technology
____ Public Administration
____ Reading Programs
____ Science Education
____ Social Work
____ Special Education
____ Teacher Certification
____ Technical Sci. Study
____ Vocational Education
____ Other

3. Have you used the library service offered to Division of Continuing Education off-campus programs?
If not please check:
   1. unaware of service.
   2. have not used available service.
   3. did not receive any information on service.
   4. have not had time to incorporate into course.

4. If the answer for number three is no, the GO TO number 11 and 17.

5. How do you rate the availability of library services at the regional centers? (circle one)

1. excellent 2.good 3.satisfactory 4.fair 5.not applicable

6. How do you rate the availability of library materials from main campus? (circle one)

1. excellent 2.good 3.satisfactory 4.fair 5.not applicable

7. How do you rate the convenience, access, or availability of a computer?
(circle one)

1. excellent 2.good 3.satisfactory 4.fair 5.not applicable

8. How do you rate off-campus document delivery service? (circle one)

1. excellent 2.good 3.satisfactory 4.fair 5.not applicable

9. Do you see an improvement in your students papers or exams in relation to having document delivery available to them? (circle one)

1. excellent 2.good 3.satisfactory 4.fair 5.not applicable

10. Do you see an improvement in your students papers or exams in relation to instructions to them? (circle one)

1. unaware of service 2. have not used available service 3. N/A

11. I feel that library instruction should be: (Select Yes or No)
    a. integrated into all courses yes no
    b. a librarians responsibility only yes no
    c. a faculty responsibility only yes no
    d. both librarian and faculty responsibility yes no
    e. required students first semester yes no
    f. offered as a credit yes no
    g. mandatory for all students yes no

12. How would you rate off-campus library services for the centers? (circle one)

1. excellent 2.good 3.satisfactory 4.fair 5.not applicable

13. Have you observed a library presentation at the regional center? yes no

14. Do you feel that the presentations are helpful? yes no

15. Do you use the services offered (reserves, document delivery, or computer training)? yes no

16. Have you met the off-campus librarian (Mae O'Neal)? yes no

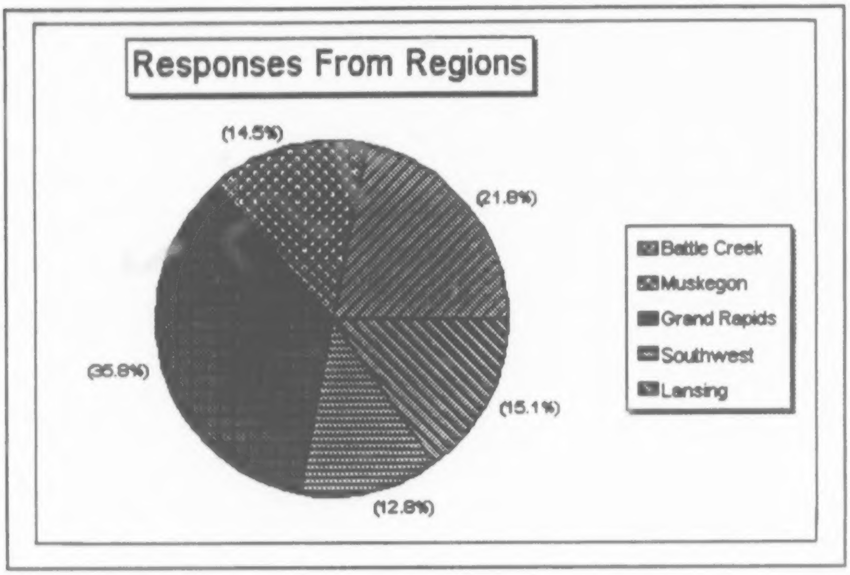
17. Comments or suggestions.

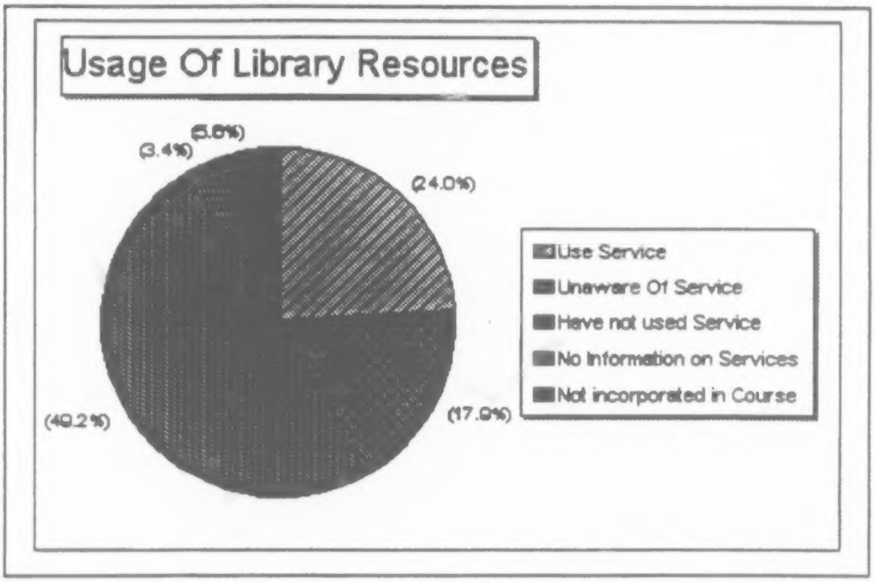
* * *

SURVEY RESULTS:

The following graphs and data were derived from the results of the survey.

A total of 274 surveys were sent out.
A total of 119 responses were received.





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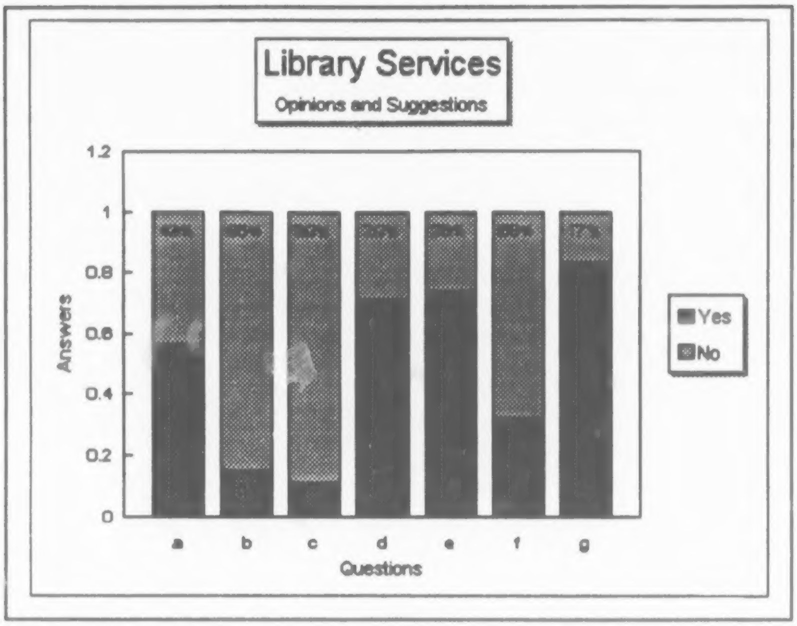
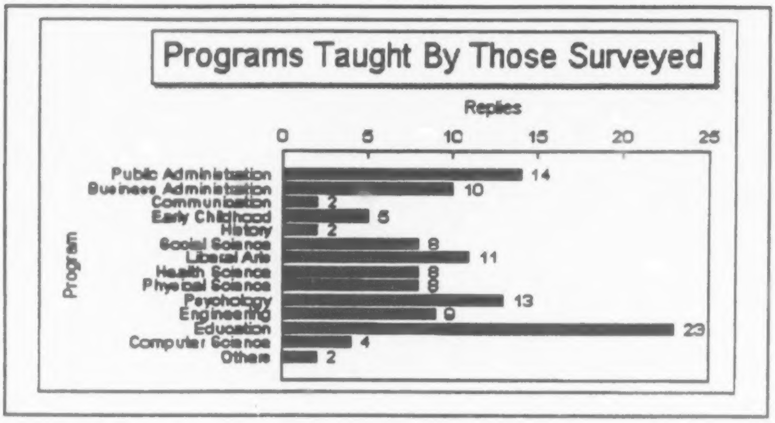
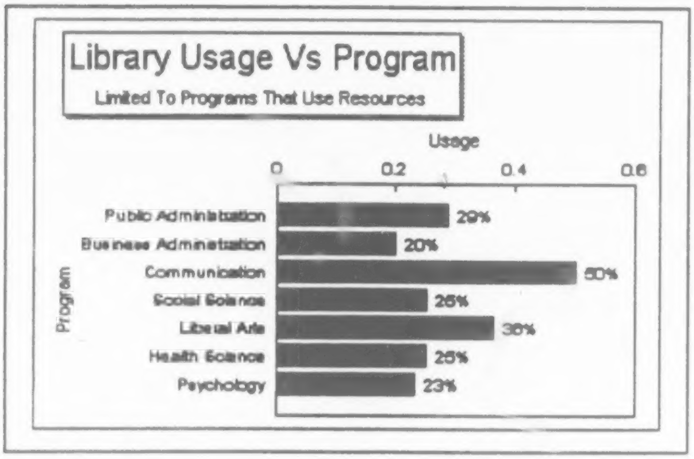


Question: Should Library Instruction be

a Integrated into all courses.
b A librarians responsibility only.
c A faculty Responsibility only.
d Both librarian and faculty responsibility.
e Required for all students during first semester.
f Offered as a credit.
g Mandatory for all students.


Programs Taught By Those Surveyed


Library Usage Vs Program

Limited To Programs That Use Resources

Ratings Of Library Services.

Services	Excellent	Good	Satisfactory	Fair	Poor
A	48%	32%	8%	4%	8%
B	40%	20%	12%	16%	12%
C	40%	36%	4%	12%	8%
D	29%	33%	8%	13%	17%
E	9%	45%	14%	5%	27%
F	20%	20%	53%	0%	7%

A	Availability of Library Services at Regional Centers.
B	Availability of Library Materials from Main Campus.
C	Convenience, Access or Availability of Computers.
D	Off-Campus Document Delivery System.
E	Improvement in student performance related to availability of Document Delivery.
F	Off-Campus Library Services for the Regional Centers.

Customer Service at Off-Campus Locations: Measuring Quality

Thomas W. Peterman and G. Ann Schultis
Park College

This study reviews the Park College Library's support of off-campus sites through the provision of books, periodicals, audiovisual materials, and a variety of CD-ROM products to the local base or post library and the *ACRL Guidelines for Extended Campus Library Services* which call for libraries "to assess the existing library support, its availability,and appropriateness". The next logical step explores how the college's program meets the needs of the students, faculty, the base librarian, and Park College personnel at each site.[1] Additionally, the standards recommend that a needs assessment be performed to determine current and, if possible, future information needs at the off-campus library. The results of the present survey form a part of a larger long-range plan for extended library services at Park College.

INTRODUCTION

A brief summary will describe how these services are provided and how quality customer service is measured at the off-campus sites served by Park College.

Park College, a 120-year-old comprehensive college located in Parkville, Missouri, near Kansas City, has for much of its history been a traditional liberal arts college. In recent years, it expanded beyond the home campus to offer degree completion programs at the associate's and bachelor's level as part of the School of Extended Learning which includes the Military Residence Center System (MRCS), Corporate Education, the Metro Park, and Portfolio programs. The Military Residence Center System covers Army, Air Force, Navy and Marine Corps sites throughout the United States where courses were first offered as early as 1972.[2] A decade earlier, through the Military Degree Completion Program, military personnel attended courses full time at the home campus. As the emphasis shifted from on-campus to on-base education, the college developed programs to fit these needs. At present, enrollment in these programs is more than 10,000 students nationwide where classes are taught year-round in five nine-week terms. At each base or post, the faculty and staff are hired locally.[3] Degrees are offered in management, computer science, criminal justice administration, social psychology, and liberal studies among others.

The Park College Library provides reference service, document delivery via fax and mail, and access to the online catalog via an 800 number to the sites on-demand. While these traditional services are available, the library also purchases books, periodicals, equipment, and audiovisual materials for the sites. Library support at the local level has been incorporated into degree completion programs in a variety of ways. Colleges and universities providing the courses see the importance of bolstering base library collections for their students. The Army, Air Force, Navy, and Marine Corps require in their contracts with these institutions that a portion of each site's tuition income be spent on local library resources. In some states, local and regional accreditation standards review library support.

The support of instruction at off-campus sites for Park College requires the active participation of home campus personnel, Park College off-campus on-site personnel, as well as military base/post personnel. All of the following individuals play an important role in the acquisitions process. The Park College Military Residence Center System (MRCS), administered by the Assistant Vice President for the School of Extended Learning, oversees all aspects of base education from recruiting and admissions to graduation. Admissions, financial aid, and registrar's functions are handled on the home campus. Each site has a Resident Center Administrator (RCA) and an Academic Director who report to the Park home campus. The RCA supervises and coordinates all the activities at the site. The Academic Director works with the on-base faculty, evaluates the quality of instruction, and chairs faculty meetings. The base or post Education Services Officer (ESO) works with all the colleges and universities on a site to guarantee that the educational needs of their personnel are being met. (See Figure 1)

Library support funding allotted to each site is determined as a percentage of the tuition generated during the five terms of the previous fiscal year. For the 26 sites participating during FY 94-95, library support funds totaled nearly $169,000. The budget for each site is sent to the site in a letter explaining the process and providing a timeline for response.

Figure 1

Personnel
Park College Home Campus-
School for Extended Learning Director and Staff Park College Library Director and Staff Faculty Program Coordinators
Park College On-Site Staff-
Residence Center Administrator (RCA) and Staff Academic Director (AD) Adjunct Faculty
Military Site-Funded Positions
Education Services Officer (ESO) Base Librarian and Staff

On receipt of that letter each Resident Center Administrator (RCA) is asked to:

- consult with the local Park College faculty and administrative staff to identify material needed to support local Park College courses;
- consult bibliographies developed for each course by Park College home campus department chairs (part of the course syllabi available for each course); and
- provide a list of suggested purchases to the base or post Education Services Officer (ESO).

The Education Services Library Committee, consisting of the base librarian, the RCA, and the Academic Director (AD), with the ESO acting as chairperson, reviews the recommendations made by the RCA and generates an approved list of resources to support Park College programs at the site. This list is then checked against the base or post library holdings to avoid duplication. The approved list is then forwarded to the director of the Park College Library for processing. Purchasing criteria employed by the RCA and the committee stipulate that:

- resources must support the Park College curriculum;
- ownership of the resources must be relinquished by Park College to the base library;
- resources must be housed in the base library; and
- resources must be available for library patrons' use.

Upon receipt of the approved resource lists, the Park College library director proceeds to place orders with appropriate vendors. Items on the lists fall into five major categories: books; journals; nonprint resources (i.e. transparencies, audio and video tapes, computer software, etc.); CD-ROM periodical indexes with supporting hardware/equipment; and miscellaneous supplies. By definition this funding cannot be used for instructional support, so all equipment is placed in the base library for use by library patrons.

Journal orders are placed with a single vendor and shipped directly to the base library. Proper credit is ensured by placing the words "Provided by Park College" as the second line of the mailing label. This not only indicates where the journal should go but by whom it is provided. This also calls to the attention of the library staff the source of the journals and serves as a public relations tool for the college.

It has been found that a single vendor for journals reduces confusion. The vendor has been very cooperative in following up on missing items and has been willing to invoice separately for each site.

CD-ROM products including hardware are shipped directly to the base library. The base librarian selects the specific item(s) which he or she would like to have and, generally, the home campus library director negotiates with the vendor.

The RCAs are encouraged to arrange for the local purchase of AV equipment and related supplies. Generally a local supplier can provide a competitive price and will be available to provide follow-up service and maintenance. When a bid or quote is received at the site, it is sent to the library director and a purchase order is generated.

Most other items (monographs, nonprint resources, and miscellaneous supplies) are ordered and shipped to the home campus for checking in and reshipment. While it is a somewhat cumbersome process, it has been found to ensure that the items are received by the right person at the right place. Often, in the past, when items were shipped directly from a vendor to a large military base, they failed to reach their intended destination. By shipping them from the home campus to the Park College office at the site, items can be tracked more effectively. This process also ensures that the vendors receive payment in a timely manner.

Items are shipped to the RCA, where they, upon receipt, are turned over to the base librarian. At several sites the passing of the resources from the Park College personnel to the base librarian is marked by a celebration, drawing attention to the contribution of the college at the base library. It becomes a public relations activity resulting in positive exposure of Park College to all at the site.

Invoices are sent by the vendors to the Park College home campus library director who approves them for payment by the college. The director monitors the spending at each site and keeps the RCA informed regarding the remaining balance. Semi-annual and annual reports are generated for the military indicating the amounts spent and items purchased for each site.

By placing the resources in the existing base library they are made available to all library patrons during all hours of base library operation, not just to Park College students when the Park College offices

might be open. In addition, processing, maintenance, and circulation is provided by professional library staff at the base library.

It has been found that resource selection at the point of use is most valuable. The committee at each site is most aware of and sensitive to the needs of the students and faculty and the relative strengths and weaknesses of the existing base library collection.

METHODOLOGY

To attempt to assess the perceived quality of library service being provided to Park College extended learning sites five similar questionnaires were developed. The questionnaires asked the same general questions of five populations at the extended learning sites. The recipients of the questionnaires were 1) the Resident Center Administrator, 2) the Academic Director, 3) the Installation Librarian, 4) a sampling of the faculty (adjunct faculty hired by Park College at the site), and 5) students (randomly selected from those currently attending classes at the sites).

Respondents were offered seven options to most questions. Choices were:

SD (strongly disagree)
D (disagree)
N (neutral)
A (agree)
SA (strongly agree)
NO (no opinion)
NA (not applicable)

In addition, blanks were made available for specific comments when appropriate.

Each RCA was sent a set of the questionnaires (one each for the RCA, the AD, the librarian, five for faculty, and twenty-five for students) for distribution. The RCA was asked to oversee the handling of the questionnaires at his or her site and return them within two weeks. Sets of the questionnaires were distributed to twenty-six sites. At the time of this writing, twenty-one of the sites have responded with completed questionnaires.

Each type of questionnaire (see the appendix) was printed on different colored paper to ease identification. The questionnaires covered the same general materials.

Questions 1 through 4 and question 6 deal with the assessment of the process whereby the sites are provided with library support materials. Results are as follows:

1. The current system as described above (meeting of committee with input from faculty and students) functions well.

Responses	SD	D	N	A	SA	NO	NA
RCAs (N=21)	0	2	0	12	6	0	1
	0%	10%	0%	57%	29%	0%	5%
AD (N=20)	0	1	1	14	4	0	0
	0%	5%	5%	70%	20%	0%	0%
Librarians (N=19)	0	3	3	11	1	1	0
	0%	16%	16%	58%	5%	5%	0%
Faculty (N=76)	1	3	10	39	7	15	1
	1%	4%	13%	51%	9%	20%	1%
Students (N=359)	11	24	52	122	30	100	20
	3%	7%	14%	34%	8%	28%	6%

2. If the system does not function well, describe problems:

---

3. This site usually receives all resources that have been ordered.

Responses	SD	D	N	A	SA	NO	NA
RCAs (N=22)	0	1	0	9	12	0	0
	0%	5%	0%	41%	55%	0%	0%
AD (N=20)	0	0	0	13	7	0	0
	0%	0%	0%	65%	35%	0%	0%
Librarians (N=19)	0	1	0	8	8	1	1
	0%	5%	0%	42%	42%	5%	5%
Faculty (N=79)	0	3	8	27	10	28	3
	0%	4%	10%	34%	13%	35%	4%
Students (N=383)	6	11	40	100	36	152	38
	2%	3%	10%	26%	9%	40%	10%

4. This site usually receives resources in a timely fashion.

Responses	SD	D	N	A	SA	NO	NA
RCAs (N=22)	0	0	0	12	10	0	0
	0%	0%	0%	55%	45%	0%	0%
AD (N=20)	0	2	0	12	6	0	0
	0%	10%	0%	60%	30%	0%	0%
Librarians (N=19)	0	0	0	8	9	1	1
	0%	0%	0%	42%	47%	5%	5%

Faculty (N=79)	0 0%	5 6%	6 8%	28 35%	11 14%	27 34%	2 3%
Students (N=376)	6 2%	11 3%	36 10%	98 26%	35 9%	148 39%	42 11%

6. The budget received from Park College is generally adequate to provide resources necessary to meet the library needs of Park College students and faculty.

Responses	SD	D	N	A	SA	NO	NA
RCAs (N=22)	0 0%	2 9%	0 0%	13 59%	7 32%	0 0%	0 0%
AD (N=20)	0 0%	2 10%	2 10%	9 45%	6 30%	1 5%	0 0%
Librarians (N=19)	0 0%	3 16%	2 11%	9 47%	3 16%	2 11%	0 0%
Faculty (N=79)	3 4%	11 14%	5 6%	31 39%	8 10%	19 24%	1 1%
Students (N=373)	10 3%	16 4%	65 17%	80 21%	29 8%	140 38%	33 9%

COMMENTS

One would expect that the RCA, the AD, and the librarians would be familiar with the processes involved. The faculty might be familiar with the process to the extent that they are asked for input. The process should be transparent to the students. We would not expect for the students to have much information regarding the process. Questionnaire results generally supported these assumptions.

While 86% and 90% of the RCAs (N=21) and ADs (N=20) respectively, answered with SA or A responses to Question 1, the librarians (N=19) do not feel that the system functions as well - only 63% indicating SA or A. It may be necessary to encourage the librarians to have greater participation in the process.

Responses to question 2, asking for descriptions of problems were site specific and will be dealt with on a site-by-site basis.

Responses to questions 3 and 4 were relatively consistent and as expected. Persons directly involved in the process (RCAs, ADs, and librarians) consistently either agreed or strongly agreed that all resources are received in a timely fashion.

Responses to question 6 indicate less satisfaction with the adequacy of funding the farther one is from the administering of the funding. While 91% of the RCAs indicated that they either agreed or strongly agreed that funding was adequate, only 63% of the librarians so indicated. This might also be indicative of the overall reduction of funding to military installation libraries nationwide.

Questions five, seven, eight, and nine address the adequacy with which the installation library meets the needs of the Park College students/faculty and the availability of other libraries for use by the Park College students and faculty. Results are as follows:

5. The library needs of Park students and faculty are generally being met.

Responses	SD	D	N	A	SA	NO	NA
RCAs (N=22)	1	3	1	12	4	0	0
	5%	14%	5%	55%	18%	0%	0%
AD (N=20)	0	1	2	13	4	0	0
	0%	5%	10%	65%	20%	0%	0%
Librarians (N=19)	0	1	2	11	4	1	0
	0%	5%	11%	58%	21%	5%	0%
Faculty (N=78)	3	15	3	35	9	12	1
	4%	19%	4%	45%	12%	15%	1%
Students (N=383)	33	44	40	136	52	62	16
	9%	11%	10%	36%	14%	16%	4%

7. Park students and faculty generally use the installation library as they complete course work.

If not, suggest why.____

Responses	SD	D	N	A	SA	NO	NA
RCAs (N=22)	0	6	2	12	1	0	1
	0%	27%	9%	55%	5%	0%	5%
AD (N=19)	0	2	5	7	5	0	0
	0%	11%	26%	37%	26%	0%	0%
Librarians (N=17)	0	0	0	8	8	1	0
	0%	0%	0%	47%	47%	6%	0%
Faculty (N=75)	1	8	6	30	17	11	2
	1%	11%	8%	40%	23%	15%	3%
Students (N=376)	69	38	35	126	65	67	16
	18%	10%	9%	34%	17%	18%	4%

8. Park students and faculty use other libraries (in addition to the installation library and the home campus library) to meet their needs.

If yes, which libraries?____

Responses	SD	D	N	A	SA	NO	NA
RCAs (N=22)	0 0%	1 5%	0 0%	11 50%	9 41%	1 5%	0 0%
AD (N=20)	0 0%	0 0%	1 5%	13 65%	5 25%	1 5%	0 0%
Librarians (N=19)	0 0%	0 0%	1 5%	11 58%	3 16%	4 21%	0 0%
Faculty (N=78)	1 1%	4 5%	0 0%	33 42%	28 36%	10 13%	2 3%
Students (N=375)	9 2%	19 5%	29 8%	146 39%	111 30%	45 12%	16 4%

9. Arranging for reciprocal borrowing privileges at neighboring libraries helps or would help Park students and faculty meet their library needs.

If yes, which ones?____

Responses	SD	D	N	A	SA	NO	NA
RCAs (N=22)	0 0%	1 5%	1 5%	10 45%	9 41%	0 0%	1 5%
AD (N=20)	1 5%	0 0%	1 5%	9 45%	8 40%	1 5%	0 0%
Librarians (N=18)	0 0%	0 0%	3 17%	12 67%	1 6%	1 6%	1 6%
Faculty (N=76)	0 0%	3 4%	4 5%	30 39%	30 39%	8 11%	1 1%
Students (N=383)	5 1%	4 1%	33 9%	140 37%	104 27%	80 21%	17 4%

COMMENTS

Responses to question 5 reflect an area of concern. Whereas between 73% and 85% of the RCAs, ADs and librarians responding either agreed or strongly agreed that library needs were being met, only 50% of the students responding felt the same way.

Overall there were fewer agree or strongly agree responses to question 7 than the authors expected. The range of respondents that agreed or strongly agreed was consistent across the populations (ranging from 51% to 63%). The fact that barely half of the students and fewer than 2/3 of the faculty indicated that they either agree or strongly agree that they use the installation library is of concern. For the most part, all of the Park College library support funding goes to the installation libraries.

Site specific responses indicate problems that must be dealt with. At some sites civilians (a large portion of the Park College students) are not permitted to use the installation library. At other sites, due to budgetary constraints, libraries are open only limited hours and days, or are often closed during prime evening and weekend hours.

The responses to question 7 plus responses to questions 8 and 9 indicate that large numbers of Park College students are using the services of nearby libraries. This would suggest the need for Park College personnel (RCAs and ADs) to cultivate working relationships with area libraries. A list of the specific libraries used at each site will be prepared for the local administrator.

Questions 10, 11, 12, and 13 deal with the quantity and quality of monographs (books) and journal/periodical resources available at the installation library.

10. Park students and faculty have access to frequently used monographs (books) in sufficient quantity to meet their needs.

If not, what areas are problematic?____

Responses	SD	D	N	A	SA	NO	NA
RCAs (N=22)	0 0%	3 14%	4 18%	13 59%	2 9%	0 0%	0 0%
AD (N=20)	0 0%	3 15%	1 5%	13 65%	3 15%	0 0%	0 0%
Librarians (N=18)	0 0%	3 17%	3 17%	8 44%	2 11%	1 6%	0 0%
Faculty (N=79)	1 1%	6 8%	7 9%	41 52%	5 6%	18 23%	1 1%
Students (N=369)	19 5%	44 12%	54 15%	127 34%	9 2%	91 25%	25 7%

11. Park students and faculty have access to monographs (books) of sufficient quality (current and relevant) to meet their needs.

If not, what areas are problematic?____

Responses	SD	D	N	A	SA	NO	NA
RCAs (N=22)	0 0%	3 14%	1 5%	15 68%	3 14%	0 0%	0 0%
AD (N=20)	0 0%	2 10%	1 5%	14 70%	3 15%	0 0%	0 0%
Librarians (N=19)	0 0%	5 26%	2 11%	8 42%	2 11%	1 5%	1 5%

Faculty (N=76)	1	7	4	42	4	16	2
	1%	9%	5%	55%	5%	21%	3%
Students (N=380)	20	41	55	130	19	92	23
	5%	11%	14%	34%	5%	24%	6%

12. Park students and faculty have access to journals and periodical resources in sufficient quantity to meet their needs.

If not, what areas are problematic?________________________________

Responses	SD	D	N	A	SA	NO	NA
RCAs (N=22)	0	2	1	13	6	0	0
	0%	9%	5%	59%	27%	0%	0%
AD (N=20)	0	1	1	12	6	0	0
	0%	5%	5%	60%	30%	0%	0%
Librarians (N=19)	0	3	1	8	6	1	0
	0%	16%	5%	42%	32%	5%	0%
Faculty (N=77)	5	6	7	39	8	11	1
	6%	8%	9%	51%	10%	14%	1%
Students (N=379)	18	40	40	151	47	68	15
	5%	11%	11%	40%	12%	18%	4%

13. Park students and faculty have access to journals and periodical resources of sufficient quality (current and relevant) to meet their needs.

If not, what areas are problematic?________________________________

Responses	SD	D	N	A	SA	NO	NA
RCAs (N=22)	0	1	4	13	4	0	0
	0%	5%	18%	59%	18%	0%	0%
AD (N=20)	0	2	1	12	5	0	0
	0%	10%	5%	60%	25%	0%	0%
Librarians (N=19)	0	3	1	8	6	1	0
	0%	16%	5%	42%	32%	5%	0%
Faculty (N=77)	5	6	3	43	8	11	1
	6%	8%	4%	56%	10%	14%	1%
Students (N=379)	22	33	47	164	31	65	17
	6%	9%	12%	43%	8%	17%	4%

COMMENTS

Responses to questions 10 through 13 (access to quantity and quality of monographs and journals) were generally quite consistent. A much greater percentage of RCAs and ADs agreed or strongly agreed that the quantity and quality of books and journals was sufficient to meet needs than did students. For example, in answering question 11, 82% of the RCAs either agreed or strongly agreed that students and faculty have access to sufficient current and relevant books to meet their needs. In response to the same question, only 39% of the students agreed or strongly agreed. The discrepancy of opinion regarding the quality and quantity of books and journals between administrators and students is apparent.

Questions 14 through 18 dealt with receptivity to the concept of providing access to the home campus library database via PC/FAX/modem.

14. Park students and faculty would benefit from access to the home campus collection (via electronic library for interlibrary loan, and/or document delivery).

Responses	SD	D	N	A	SA	NO	NA
RCAs (N=22)	0	2	1	12	7	0	0
	0%	9%	5%	55%	32%	0%	0%
AD (N=20)	0	1	1	10	7	1	0
	0%	5%	5%	50%	35%	5%	0%
Faculty (N=77)	0	3	6	26	31	11	0
	0%	4%	8%	34%	40%	14%	0%
Students (N=374)	6	5	37	120	121	63	22
	2%	1%	10%	32%	32%	17%	6%

14. (from Librarian's Questionnaire) Park students and faculty need access to the home campus collection (via electronic library, interlibrary loan, and/or document delivery).

Responses	SD	D	N	A	SA	NO	NA
Librarians (N=19)	0	2	0	7	7	2	1
	0%	11%	0%	37%	37%	11%	5%

15. The placement of a PC/fax/modem in the library to provide direct access to the home campus collection and permit students and faculty to generate requests for books and articles would be of value to Park students.

Responses	SD	D	N	A	SA	NO	NA
RCAs (N=22)	0	2	0	13	7	0	0
	0%	9%	0%	59%	32%	0%	0%
AD (N=20)	0	1	1	7	10	0	1
	0%	5%	5%	35%	50%	0%	5%

Faculty (N=77)	0	3	8	27	28	10	1
	0%	4%	10%	35%	36%	13%	1%
Students (N=379)	5	9	28	125	138	56	18
	1%	2%	7%	33%	36%	15%	5%

15. (from Librarian's Questionnaire) The installation library has a PC with modem with which the librarian and/or Park students and faculty can access the Park College collection via an 800 number.

Responses	SD	D	N	A	SA	NO	NA
Librarians (N=16)	1	5	0	4	2	2	3
	6%	29%	0%	24%	12%	12%	18%

16. If the above equipment could be placed in the installation library the library staff would be willing and able to assist Park students and faculty to become familiar with the use of this equipment.

Responses	SD	D	N	A	SA	NO	NA
RCAs (N=21)	0	0	3	9	6	1	2
	0%	0%	14%	43%	29%	5%	10%
AD (N=20)	0	0	2	11	6	1	0
	0%	0%	10%	55%	30%	5%	0%
Faculty (N=73)	0	4	5	16	18	26	4
	0%	5%	7%	22%	25%	36%	5%
Students (N=373)	7	10	43	114	76	87	36
	2%	3%	12%	31%	20%	23%	10%

16. (from Librarian's Questionnaire) The placement of a PC/fax/modem in the library that would provide direct access to the home campus collection and permit the generation of requests for books and articles would be of value to Park students and faculty.

If not, why?____

Responses	SD	D	N	A	SA	NO	NA
Librarians (N=19)	0	1	0	3	10	2	3
	0%	5%	0%	16%	54%	11%	16%

17. Are there any logistical limitations to the placement of this equipment in the installation library? (i.e. phone line, electrical outlets, space, etc.)

____

____

17. (from Librarian's Questionnaire) If the above equipment could be placed in the installation library the librarian or library staff would be willing and able to assist Park students to become familiar with the use of this equipment.

Responses	SD	D	N	A	SA	NO	NA
Librarians (N=18)	0	1	1	6	8	0	2
	0%	6%	6%	33%	44%	0%	11%

18. The placement of this equipment in another location (other than the library) would be more beneficial to Park College students and faculty.

If yes, where?__________

Responses	SD	D	N	A	SA	NO	NA
RCAs (N=20)	1	6	4	4	1	3	1
	5%	30%	20%	20%	5%	15%	5%
AD (N=17)	0	3	2	5	3	4	0
	0%	18%	12%	29%	18%	24%	0%
Faculty (N=61)	1	16	9	8	7	17	3
	2%	26%	15%	13%	11%	28%	5%
Students (N=319)	5	59	54	57	36	86	22
	2%	18%	17%	18%	11%	27%	7%

18. (from Librarian's Questionnaire) There are logistical limitations to the placement of this equipment in the installation library (i.e. phone line, electrical outlets, space, etc.).

Indicate limitations.__________

____

Responses	SD	D	N	A	SA	NO	NA
Librarians (N=16)	2	4	1	6	3	0	0
	13%	25%	6%	38%	19%	0%	0%

19. Additional comments:__________

____

COMMENTS

The responses to questions 14 through 18 indicate a general openness to and desire for access to the home campus database. Responses to these questions are very site specific. Some sites have adequate libraries at the installation. Some sites are located in urban areas with extensive libraries nearby that permit access to Park College students and faculty. On the other hand, some sites are located in remote areas with minimal access to any academic library resources. Generally, these remote sites are more interested in having access to the home campus database.

It is interesting to note that although few of the libraries have the equipment necessary to provide this service (see Librarian's Questionnaire question 15 - 38% agree or strongly agree), most of the librarians see the value of such services (see Librarian's Questionnaire question 16) and would be willing to assist with the use of necessary equipment (see Librarian Questionnaire question 17).

CONCLUSIONS

When this study is repeated several changes will be made. In an attempt to make the questionnaires the same, several questions were asked of people who could not be expected to know the answers. For example, five of the first six questions dealt with the system by which resources are purchased by Park College for the site libraries. This process should be transparent to the students. They could not be expected to accurately answer these questions. Being unable to answer five of the first six questions caused a level of frustration and anxiety on the part of the student respondents that may have impacted the objectivity with which they answered the remaining questions.

In the future a more careful attempt will be made to distribute the questionnaires in a broader fashion. The responses indicate that at some sites, respondent faculty and students were from one or two curriculum areas exclusively. Broader distribution might have resulted in the receipt of more generalizable information.

While the results of this study might not stand up to the rigors of statistical validity and reliability testing, the results have proved valuable. General trends across sites and specific concerns within sites have been noted and used to modify the program. The purpose of this effort was to gather data to evaluate the effectiveness of Park College's program of library support at its extended learning sites and to attempt to improve that support. A revised tool, used every two years, will help the program to improve and permit Park College to provide even better library support to its extended learning sites.

ENDNOTES

1. Thomas W. Peterman, and G. Ann Schultis, "Providing Library Support for Distance Learning: Acquisitions Issues," in Carol J. Jacob, ed., *The Sixth Off-Campus Library Services Conference Proceedings*, Mount Pleasant, MI: Central Michigan University, 1993, 199-204; Pickett, Mary Joyce, "ACRL Guidelines for Extended Campus Library Services, *College and Research Library News* 51, no. 4 (April 1990) reprinted by the American Library Association, Association of College and Research Libraries, adopted at the Annual Conference of the American Library Association.

2. Sites are located at the following bases or posts: Little Rock AFB, AR; Davis-Monthan AFB, AZ; Camp Pendleton Marine Corps Base, CA; Mountain Home AFB, ID; Scott AFB, IL; Fort Leavenworth, KS; Fort Leonard Wood, MO; Whiteman AFB, MO; Malmstrom AFB, MT; Holloman AFB, NM; Cherry Point Marine Corps Air Station, NC; Grand Forks AFB, ND; Newark AFS, OH; Wright Patterson AFB, OH; Tinker AFB, OK; Beaufort Marine Corps Air Station, SC; Corpus Christi Naval Air Station, TX; Fort Bliss, TX; Kelly AFB, TX; Lackland AFB, TX; Laughlin AFB, TX; Hill AFB, UT; Military District of Washington, DC; Fairchild AFB, WA; Marine Corps East and West Coast Deployment.

3. Faculty members must have at least a Master's degree in their teaching field. Applications are screened by the home campus program coordinator who is generally a full time faculty member.

Appendix

The following pages contain the questionnaire formats submitted to the five audiences.

Name ______________________ Site ______________ Date ___________

Library Support Questionnaire - Resident Center Administrator

As required in agreements between Park College and the branches of the military, a portion of the tuition generated at each site is returned to that site in the form of library support. Currently, a committee consisting of the Education Services Officer, the Academic Director, the Installation Librarian, and yourself, meet, and, with input from faculty and students, determine the utilization of those funds. The following questionnaire has been developed to determine if the library needs of Park students at this site are being met. Please use this scale to respond to the statements that follow:

SD=STRONGLY DISAGREE
D =DISAGREE
N =NEUTRAL
A =AGREE
SA=STRONGLY DISAGREE
NO=NO OPINION

1. The current system as described above (meeting of committee with input from faculty and students) functions well. SD D N A SA NO NA

2. If the system does not function well, describe problems:

   ____

   ____

3. This site usually receives all resources that have been ordered.
   SD D N A SA NO NA

4. This site usually receives ordered resources in a timely fashion.
   SD D N A SA NO NA

5. The library needs of Park students and faculty are generally being met.
   SD D N A SA NO NA

6. The budget received from Park College is generally adequate to provide resources necessary to meet the library needs of Park students and faculty.
   SD D N A SA NO NA

7. Park students and faculty generally use the installation library as they complete course work.
   SD D N A SA NO NA

If not, suggest why. ____

8. Park students and faculty use other libraries (in addition to the installation library and the home campus library) to meet their needs. SD D N A SA NO NA

   If yes, which libraries?

9. Arranging for reciprocal borrowing privileges at neighboring libraries helps or would help Park students and faculty meet their library needs. SD D N A SA NO NA

   If yes, which ones?

10. Park students and faculty have access to frequently used monographs (books) in sufficient quantity to meet their needs. SD D N A SA NO NA

    If not, what areas are problematic?

11. Park students and faculty have access to monographs (books) of sufficient quality (current and relevant) to meet their needs. SD D N A SA NO NA

    If not, what areas are problematic?

12. Park students and faculty have access to journals and periodical resources in sufficient quantity to meet their needs. SD D N A SA NO NA

    If not, what areas are problematic?

13. Park students and faculty have access to journals and periodical resources of sufficient quality (current and relevant) to meet their needs. SD D N A SA NO NA

    If not, what areas are problematic?

14. Park students and faculty would benefit from access to the home campus collection (via electronic library for interlibrary loan, and/or document delivery).
    SD D N A SA NO NA

15. The placement of a PC/fax/modem in the library to provide direct access to the home campus collection and permit students and faculty to generate requests for books and articles would be of value to Park students. SD D N A SA NO NA

16. If the above equipment could be placed in the installation library the library staff would be willing and able to assist Park students and faculty to become familiar with the use of this equipment.
    SD D N A SA NO NA

    If not, why?

17. Are there any logistical limitations to the placement of this equipment in the installation library? (i.e. phone line, electrical outlets, space, etc.)

18. The placement of this equipment in another location (other than the library) would be more beneficial to Park College students and faculty. SD D N A SA NO NA

If yes, where? ______________________________

19. Additional comments: ______________________________

Name ____________________ Site ____________________ Date __________

LIBRARY SUPPORT QUESTIONNAIRE - INSTALLATION LIBRARIAN

As required in agreements between Park College and the branches of the military, a portion of the tuition generated at each site is returned to that site in the form of library support. Currently, a committee consisting of the Education Services Officer, the Academic Director, the Resident Center Administrator, and yourself as Installation Librarian, meet, and, with input from faculty and students, determine the utilization of those funds. The following questionnaire has been developed to determine how we can help meet the library needs of Park students at this site. Please use this scale to respond to the statements that follow:

SD=STRONGLY DISAGREE
D =DISAGREE
N =NEUTRAL
A =AGREE
SA=STRONGLY DISAGREE
NO=NO OPINION

1. The current system as described above (meeting of committee with input from faculty and students) functions well. SD D N A SA NO NA

2. If the system does not function well, describe problems:

____

____

3. The installation library usually receives all resources that have been ordered. SD D N A SA NO NA

4. The installation library usually receives ordered resources in a timely fashion. SD D N A SA NO NA

5. The library needs of Park students and faculty are generally being met. SD D N A SA NO NA

6. The budget received from Park College is generally adequate to provide the resources necessary to meet the library needs of Park students and faculty. SD D N A SA NO NA

7. Park students and faculty use the installation library as they complete course work. SD D N A SA NO NA

   If not, suggest why. ____

   ____

8. Park students and faculty use other libraries (in addition to the installation library and the home campus library) to meet their needs. SD D N A SA NO NA

   If yes, which libraries? ____

(Over)

9. Arranging for reciprocal borrowing privileges at neighboring libraries helps or would help Park students and faculty meet their library needs.
SD D N A SA NO NA

10. Park students and faculty have access to frequently used monographs (books) in sufficient quantity to meet their needs. SD D N A SA NO NA

If not, what areas are problematic? ____________________

11. Park students and faculty have access to monographs (books) of sufficient quality (current and relevant) to meet their needs. SD D N A SA NO NA

If not, what areas are problematic? ____________________

12. Park students and faculty have access to journals and periodical resources in sufficient quantity to meet their needs. SD D N A SA NO NA

If not, what areas are problematic? ____________________

13. Park students and faculty have access to journals and periodical resources of sufficient quality (current and relevant) to meet their needs.
SD D N A SA NO NA

If not, what areas are problematic? ____________________

14. Park students and faculty need access to the home campus collection (via electronic library, interlibrary loan, and/or document delivery.
SD D N A SA NO NA

15. The installation library has a PC with modem with which the librarian and/or Park students and faculty can access the Park College collection via an 800 number.
SD D N A SA NO NA

16. The placement of a PC/fax/modem in the library that would provide direct access to the home campus collection and permit the generation of requests for books and articles would be of value to Park students and faculty. SD D N A SA NO NA

17. If the above equipment could be placed in the installation library the librarian or library staff would be willing and able to assist Park students to become familiar with the use of this equipment.
SD D N A SA NO NA

18. There are logistical limitations to the placement of this equipment in the installation library (i.e. phone line, electrical outlets, space, etc.).
SD D N A SA NO NA

Indicate limitations. ____________________

____

19. Additional comments:

____

____

Name ____________________ Site ____________________ Date __________

LIBRARY SUPPORT QUESTIONNAIRE - ACADEMIC DIRECTOR

As required in agreements between Park College and the branches of the military, a portion of the tuition generated at each site is returned to that site in the form of library support. Currently, a committee consisting of the Education Services Officer, the Resident Center Administrator, the Installation Librarian, and yourself meet, and, with input from faculty and students, determine the utilization of those funds. The following questionnaire has been developed to determine if the library needs of Park students at this site are being met. Please use this scale to respond to the statements that follow:

SD=STRONGLY DISAGREE A=AGREE
D =DISAGREE SA=STRONGLY DISAGREE
N =NEUTRAL NO=NO OPINION

---

1. The current system as described above (meeting of committee with input from faculty and students) functions well. SD D N A SA NO NA

2. If the system does not function well, describe problems:

____

____

3. This site usually receives all resources that have been ordered.
SD D N A SA NO NA

4. This site usually receives ordered resources in a timely fashion.
SD D N A SA NO NA

5. The library needs of Park students and faculty are generally being met.
SD D N A SA NO NA

6. The budget received from Park College is generally adequate to provide resources necessary to meet the library needs of Park students and faculty.
SD D N A SA NO NA

7. Park students and faculty generally use the installation library as they complete course work.
SD D N A SA NO NA

If not, suggest why.____

____

8. Park students and faculty use other libraries (in addition to the installation library and the home campus library) to meet their needs. SD D N A SA NO NA

If yes, which libraries? ____

(Over)

9. Arranging for reciprocal borrowing privileges at neighboring libraries helps or would help Park students and faculty meet their library needs.
SD D N A SA NO NA

If yes, which ones? ______________________________

10. Park students and faculty have access to frequently used monographs (books) in sufficient quantity to meet their needs. SD D N A SA NO NA

If not, what areas are problematic? ______________________________

11. Park students and faculty have access to monographs (books) of sufficient quality (current and relevant) to meet their needs. SD D N A SA NO NA

If not, what areas are problematic? ______________________________

12. Park students and faculty have access to journals and periodical resources in sufficient quantity to meet their needs. SD D N A SA NO NA

If not, what areas are problematic? ______________________________

13. Park students and faculty have access to journals and periodical resources of sufficient quality (current and relevant) to meet their needs.
SD D N A SA NO NA

If not, what areas are problematic? ______________________________

14. Park students and faculty would benefit from access to the home campus collection (via electronic library for interlibrary loan, and/or document delivery).
SD D N A SA NO NA

15. The placement of a PC/fax/modem in the library to provide direct access to the home campus collection and permit students and faculty to generate requests for books and articles would be of value to Park students. SD D N A SA NO NA

16. If the above equipment could be placed in the installation library the library staff would be willing and able to assist Park students and faculty to become familiar with the use of this equipment.
SD D N A SA NO NA

If not, why? ______________________________

17. Are there any logistical limitations to the placement of this equipment in the installation library? (i.e. phone line, electrical outlets, space, etc.)

____

____

18. The placement of this equipment in another location (other than the library) would be more beneficial to Park College students and faculty.
SD D N A SA NO NA

If yes, where? ______________________________

19. Additional comments: ______________________________

Name ____________________ Site ____________________ Date __________
(Optional)

LIBRARY SUPPORT QUESTIONNAIRE - FACULTY

As required in agreements between Park College and the branches of the military, a portion of the tuition generated at each site is returned to that site in the form of library support. Currently, a committee consisting of the Education Services Officer, the Academic Director, the Installation Librarian, and the Resident Center Administrator, meet, and, with input from faculty and students, determine the utilization of those funds. The following questionnaire has been developed to determine if the library needs of Park students at this site are being met. Please use this scale to respond to the statements that follow:

SD=STRONGLY DISAGREE
D =DISAGREE
N =NEUTRAL
A =AGREE
SA=STRONGLY DISAGREE
NO=NO OPINION

---

1. The current system as described above (meeting of committee with input from faculty and students) functions well. SD D N A SA NO NA

2. If the system does not function well, describe problems:

   ____

   ____

3. This site usually receives all resources that have been ordered.
   SD D N A SA NO NA

4. This site usually receives ordered resources in a timely fashion.
   SD D N A SA NO NA

5. The library needs of Park students and faculty are generally being met.
   SD D N A SA NO NA

6. The budget received from Park College is generally adequate to provide resources necessary to meet the library needs of Park students and faculty.
   SD D N A SA NO NA

7. Park students and faculty generally use the installation library as they complete course work.
   SD D N A SA NO NA

   If not, suggest why? ____

   ____

8. Park students and faculty use other libraries (in addition to the installation library and the home campus library) to meet their needs. SD D N A SA NO NA

   If yes, which libraries? ____

(Over)

9. Arranging for reciprocal borrowing privileges at neighboring libraries helps or would help Park students and faculty meet their library needs.
SD D N A SA NO NA

If yes, which ones? ____

10. Park students and faculty have access to frequently used monographs (books) in sufficient quantity to meet their needs. SD D N A SA NO NA

If not, what areas are problematic? ____

11. Park students and faculty have access to monographs (books) of sufficient quality (current and relevant) to meet their needs. SD D N A SA NO NA

If not, what areas are problematic? ____

12. Park students and faculty have access to journals and periodical resources in sufficient quantity to meet their needs. SD D N A SA NO NA

If not, what areas are problematic? ____

13. Park students and faculty have access to journals and periodical resources of sufficient quality (current and relevant) to meet their needs.
SD D N A SA NO NA

If not, what areas are problematic? ____

14. Park students and faculty would benefit from access to the home campus collection (via electronic library for interlibrary loan, and/or document delivery).
SD D N A SA NO NA

15. The placement of a PC/fax/modem in the library to provide direct access to the home campus collection and permit students and faculty to generate requests for books and articles would be of value to Park students. SD D N A SA NO NA

16. If the above equipment could be placed in the installation library the library staff would be willing and able to assist Park students and faculty to become familiar with the use of this equipment.
SD D N A SA NO NA

If not, why? ____

17. Are there any logistical limitations to the placement of this equipment in the installation library? (i.e. phone line, electrical outlets, space, etc.)

____

____

18. The placement of this equipment in another location (other than the library) would be more beneficial to Park College students and faculty.
SD D N A SA NO NA

If yes, where?____

19. Additional comments:____

____

Name ____________________ Site ____________________ Date __________
(Optional)

LIBRARY SUPPORT QUESTIONNAIRE - STUDENT

As required in agreements between Park College and the branches of the military, a portion of the tuition generated at each site is returned to that site in the form of library support. Currently, a committee consisting of the Education Services Officer, the Academic Director, the Installation Librarian, and the Resident Center Administrator, meet, and, with input from faculty and students, determine the utilization of those funds. The following questionnaire has been developed to determine if the library needs of Park students at this site are being met. Please use this scale to respond to the statements that follow:

SD=STRONGLY DISAGREE
D =DISAGREE
N =NEUTRAL
A =AGREE
SA=STRONGLY DISAGREE
NO=NO OPINION

---

1. The current system as described above (meeting of committee with input from faculty and students) functions well. SD D N A SA NO NA

2. If the system does not function well, describe problems:

____

____

3. This site usually receives all resources that have been ordered.
SD D N A SA NO NA

4. This site usually receives ordered resources in a timely fashion.
SD D N A SA NO NA

5. The library needs of Park students and faculty are generally being met.
SD D N A SA NO NA

6. The budget received from Park College is generally adequate to provide resources necessary to meet the library needs of Park students and faculty.
SD D N A SA NO NA

7. Park students and faculty generally use the installation library as they complete course work.
SD D N A SA NO NA

If not, suggest why? ____

____

8. Park students and faculty use other libraries (in addition to the installation library and the home campus library) to meet their needs. SD D N A SA NO NA

If yes, which libraries? ____

(Over)

9. Arranging for reciprocal borrowing privileges at neighboring libraries helps or would help Park students and faculty meet their library needs.
SD D N A SA NO NA

If yes, which ones? ______________________________

10. Park students and faculty have access to frequently used monographs (books) in sufficient quantity to meet their needs. SD D N A SA NO NA

If not, what areas are problematic? ______________________________

11. Park students and faculty have access to monographs (books) of sufficient quality (current and relevant) to meet their needs. SD D N A SA NO NA

If not, what areas are problematic? ______________________________

12. Park students and faculty have access to journals and periodical resources in sufficient quantity to meet their needs. SD D N A SA NO NA

If not, what areas are problatic? ______________________________

13. Park students and faculty have access to journals and periodical resources of sufficient quality (current and relevant) to meet their needs.
SD D N A SA NO NA

If not, what areas are problematic? ______________________________

14. Park students and faculty would benefit from access to the home campus collection (via electronic library for interlibrary loan, and/or document delivery).
SD D N A SA NO NA

15. The placement of a PC/fax/modem in the library to provide direct access to the home campus collection and permit students and faculty to generate requests for books and articles would be of value to Park students. SD D N A SA NO NA

16. If the above equipment could be placed in the installation library the library staff would be willing and able to assist Park students and faculty to become familiar with the use of this equipment.
SD D N A SA NO NA

If not, why? ______________________________

17. Are there any logistical limitations to the placement of this equipment in the installation library? (i.e. phone line, electrical outlets, space, etc.)

____

____

18. The placement of this equipment in another location (other than the library) would be more beneficial to Park College students and faculty.
SD D N A SA NO NA

If yes, where? ______________________________

19. Additional comments: ______________________________

____

Distance Education Library Services at Old Dominion University

Ann Pettingill
Old Dominion University

INTRODUCTION

Library resources and services are an essential part of a strong academic distance education program. Students at remote sites must have consistent access to library informational and research materials in order to develop and broaden their understanding of the ideas and research in their disciplines, to bring new ideas to their off-site classrooms, and to acquire and develop their skills in research. These resources are as essential to the remote student as to those on campus. However, students at remote sites may have no facilities comparable to those easily accessed by oncampus students. Additionally, many remote site students face obstacles unique to circumstance or location to obtaining research materials. Telecommunication facilities, equipment, site conditions, area libraries, educational background and previous library experience will all be factors in the accessibility of library services and materials to the offsite student. Further, because the remote site student is geographically isolated, he or she must frequently cope with these obstacles individually.

Although some students at remote sites may begin their degree programs with no awareness at all of library services and some students only have experience with their local library, they soon can learn of additional possibilities through assigned readings, class discussions, and research assignments. Remote site students are frequently older than the oncampus student and already in the job market; as consumers of an educational service for which they themselves are paying, they have high expectations for all parts of that service. They will want the same products and services which are available to the students in the oncampus classroom.

Faculty members too find that dependable and increased access to library services can enhance the learning experience available in the classroom. With access to material other than the assigned textbooks, students can bring new ideas and reports of supporting or conflicting research to the classroom. Further, providing access to library services and materials enhances the opportunity for an interested student to develop an understanding of how to navigate among the myriad resources of the library, how to identify and locate needed research material, and to begin the journey to independent evaluation of resources and research conducted in their fields. Such opportunities enhance the educational value of the academic experience.

FORMAL REQUIREMENTS FOR LIBRARY SERVICES

Colleges and universities are also encouraged to support library services in a meaningful way through formal, structural means of regional accreditation requirements. Regional accrediting bodies have held varying approaches to distance education evaluation and review. The Northwest Association of Schools and Colleges has revised its guidelines on library and information resources in 1993. Its Standard IV includes several statements on distance education services:

> As an essential part of the learning environment, adequate resources and services ... are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered....Through the institution's ownership or guaranteed access, sufficient collections, equipment, and services are available to students wherever programs are located or however they are delivered....Institutions which provide instruction at off-campus locations ensure the provision of, and access to, adequate learning resources and services required to support the courses, programs and degrees offered (Commission on Colleges, Standard IV, 1993).

The Southern Association of Colleges and Schools has developed specific guidelines for distance learning, and this body also specifically refers to library services for the distant student. It has issued Guidelines for Planning Distance Learning Activities in order to establish:

> 1) the improvement of the education quality of the distance learning programs, and
> 2) assurance to the public that a distance learning program meets established criteria (Commission on Colleges, Guidelines, n.d.).

The guidelines for a self analysis of an institutions distance learning program target the following aspects of support services for institutional attention:

> the availability of a strategy for making appropriate learning resources and services available for distance learning students

and

> the flexibility to alter existing institutional systems to provide the depth and breadth of support services that distance learning students expect and should be provided, including admissions, registration, academic advising, financial aid, remedial services, placement services, testing orientation, computing, and other related support services (Commission on Colleges, Guidelines, n.d.).

SACS has issued a related document which goes on to discuss library services specifically. In *Evaluation Considerations for Distance Learning Activities*, the Commission identifies areas for evaluators to review:

○ has the institution made provision to ensure access to appropriate learning resources?
○ are students using those access methods?
○ are access methods adequately supported by the institution?
○ has the institution provided reasonable financial support?
○ are distance education students reasonably informed about available learning resources?
○ is training available?
○ are resources delivered to the students in a timely fashion?

The Southern Association for Colleges and Schools has clearly identified areas of specific review and concern to ensure adequate availability of library resources. It emphasizes access, institution support, instruction and training, and review and evaluation. Such accreditation guidelines help to focus university attention on the need for financial and administrative support for library services. As distance education programs continue to proliferate, accreditation guidelines will reflect the reality of those programs and student needs in those areas.

THE UNIVERSITY'S PROGRAM

On Old Dominion University's campus, there are several distance education programs concurrently operating. Some have operated for several years while others are very new.

○ The Commonwealth Graduate Engineering Program, a cooperative program offered by Old Dominion University, the University of Virginia, and Virginia Polytechnic Institute and State University. Courses are offered on a statewide interactive television network and taught by faculty from all three institutions. Degrees offered by Old Dominion University include masters level degrees for Engineering and Engineering Management.

○ Graduate degree in nursing for hospital sites across the state.

○ A regional program in the immediate area. The university (in some cases, jointly with another local university) operates several off-campus graduate centers in cities in the immediate area. For some courses, faculty members travel to these off-campus centers for classes, and for others, classes are televised.

○ TELETECHNET. This is the university's newest and most comprehensive distance education program and was the focus for the planning program for library services. TELETECHNET is based upon the 2 plus 2 concept in which the student earns the first two years of a bachelors degree from his/her local community college site, and the second two years of the degree via classes broadcast by Old Dominion University. The university uses 4 oncampus electronic studios linked to a local public broadcasting station with fiber optics cabling. Classes are telecast to receive sites at community colleges throughout the state. Currently, 28 classes are being broadcast to 14 of the 23 community colleges. Funding has been approved for a planning study for a new building which is intended to house 12 additional broadcast studios.

In its first semester of operation, 6 undergraduate degree programs were targeted for the TELETECHNET distance education program. State surveys of community college students identified these as appropriate for the first degree programs. Since that time, the TELETECHNET curriculum has expanded. The following degree areas are currently offered:

Business Administration, at 12 sites
Criminal Justice, at 13 sites
Engineering Technology:
    Civil Engineering, at 16 sites
    Computer Engineering, at 16 sites
    Electrical Engineering, at 17 sites
    Mechanical Engineering, at 17 sites
Health Sciences Administration/Health Care Management, at 15 sites
Human Services Counseling, at 14 sites
Nursing, at 14 sites
Professional Communications/Interdisciplinary Studies, at 14 sites

In TELETECHNET, the university's goal is to provide programs and classes unavailable locally and to avoid competing with existing programs in any region, whether offered by a public institution or a private Virginia university or college. Therefore, courses and degrees may be available at one site, but not at another. The university established an understanding with each site which broadly outlined various responsibilities and programs to be offered. Library services were not included.

The program offers courses on a six-day schedule, from 8 am to 10 pm weekdays and all day Saturdays. Classes are televised from oncampus classrooms at the Norfolk campus via 1-way video and 2-way audio with plans to provide real time electronic communication and 2-way video under development. The number of classes which can be offered is limited by the number of broadcast classrooms currently available. Extensive expansion of the program will be possible through the construction of additional classrooms in the proposed building program.

Enrollment for the TELETECHNET program was the following:

Fall 1994: 1181
Spring 1995: 1150
Fall 1995, projected: 2200

The TELETECHNET program was conceived by the university and funded within a relatively short time. A proposal was developed in 1993; in 1994, the Virginia General Assembly approved funding of $4.6 million for TELETECHNET operating expenses and $0.5 million for TELETECHNET building planning. The program actually began on a small scale the previous academic year, with nursing classes offered to 4 community college sites. By the time funding was approved, planning was already underway for launching the full program for fall semester, 1994.

Given this short time frame, planning and program development and actual program operation have taken place simultaneously in many cases. Planning for such an extensive undergraduate program throughout a large geographic area must be comprehensive, covering public relations, information gathering, admissions, registration, financial aid, development of adequate telecommunications facilities, degree program definition and development, faculty recruitment, faculty training, hiring and training of staff, curriculum design and development, and so on.

INITIAL LIBRARY INVOLVEMENT

Two events provided the impetus for more active library development of distance education services. First, in its review for university accreditation in 1992, the Southern Association of Colleges and Schools noted that library services for the regional offcampus centers should be expanded. Library response to the review was to provide terminals for OPAC access on site, visits with center directors to view sites and provide information about services, provision of use guides and documentation, and establishment of document delivery systems through Interlibrary Loan. Developing these services served to increase staff awareness of the need for distance education programs.

The second impetus to the extensive development of library services was the establishment of the TELETECHNET program described above. This program was so extensive in both number of students and sites that library staff immediately realized the need for planning and developing adequate support services. Further, there were some funds available to support expansion of services - an essential during times of general budget and staffing reductions.

Although the library was not involved by the university in the earliest stage of the university's planning process, it quickly became clear to library staff that library resources would be an important component of academic support. The problems then were twofold: one, to learn about the university program specifically and library offcampus services generally, and two, to become a partner in the university planning process.

Because this was such a new university program entailing development of every aspect of a widespread service, establishing effective, two-way communication was difficult. There were many occasions when library staff only heard about particular policies or projects accidentally. This, of course, was not just the library's problem. The TELETECHNET program affected many areas of a large bureaucracy, crossing many structural lines. It was inevitable that the establishment of a consistent and comprehensive communications system take time. Program development in all areas was further complicated by the university's rapid implementation of the TELETECHNET program - a process involving defining and redefining problems and solutions continuously and changing processes rapidly to meet new definitions.

As a first step in its exploration of distance education services, the library assisted the early nursing classes by purchasing and locating core collection materials at the four initial community college sites. At the conclusion of those four classes, a key event focussed university awareness on the need for library materials. One research paper assignment resulted in papers which all covered exactly the same material and came to the same conclusion. Although faculty members initially wondered if the students had collaborated on the project, they quickly realized that each student had used the only three journal articles which were available locally. Better than any lecture from a librarian, this incident dramatized the need for broader and more reliable access to journals and other research materials. Partly as a result of this incident, the library was welcomed into the planning process.

THE PLANNING PROCESS

The basic steps established in the planning process for library service in Old Dominion University's distance education program were:

○ involving the library in the formal university structure for distance education programs
○ defining the various user groups and identifying user needs
○ defining the levels of library services
○ implementing levels of library services
○ establishing ongoing review and evaluation
○ incorporating changes, upgrades, etc. into the ongoing process

The means to implement these plans centered very strongly on one tool: communication.

Library staff has developed both formal and informal means of communication to achieve its twin goals of becoming an effective partner in the university distance education programs and in defining the value and extent of library services to all partners in the programs: other library staff members, university administrators, faculty, students, site personnel, etc. Much of the development of the library program is embodied in the channels of both formal and informal communication established over time. Communication in all aspects was by far the most important part of the process, from the outset to the present time. Sending the message about library services, reinforcing the message, and hearing the response to the message are achieved through a variety of ways and means, depending on the circumstances and individuals involved. Over its planning and implementation period, library staff has systematized communications with many of its customers. The components of library communication listed below touch all parts of the library program and were significant at every planning step.

INVOLVING THE LIBRARY IN THE UNIVERSITY PROCESS

Communication: With Whom?

○ Within the library
    * Formal means:

        - identification of the Assistant University Librarian for Information Services as the administrator responsible for developing a service program
        - establishment of a Library Distance Education Committee (composed of the Assistant University Librarian, the instructional services librarian, interlibrary loan librarian, acquisitions librarian, head of reference, and systems librarian/ electronic services coordinator) to define and direct library distance education services
        - appointment of the instructional services librarian as the Distance Education Coordinator, charged with carrying out and coordinating the program
    - Informal means:
        - consistently reporting on distance education service development in a variety of library meetings and other forums
        - talking with library staff

- University administrators
    - Informal means:
        - participation by the Assistant University Librarian in a statewide bus tour to visit the first projected sites for establishment of the new degree program. This 4 day tour provided an opportunity for the AUL to get to know the university administrators in the program and to communicate to them why library services for the students is important and further, what library services could be offered.
        - attendance by Library Distance Education Committee representatives at all summits on the TELETECHNET program, noontime discussions, etc.
        - attendance by librarians at faculty training workshops
        - participation with university administrators at conferences and panel discussions on the subject of distance education
        - assistance with locating information needed by university administrative staff
        - establishment of a regular library wine and cheese reception hosted by the Library Distance Education Committee for the purpose of meeting with university administrators and faculty members about the program and featuring library products and services
        - invitations to campus newsletter reporters to attend and photograph the receptions
        - invitations to various administrators to attend Library Distance Education Committee meetings to present information about their parts of the program
        - regular calls from library staff to the Office of Distance Learning and Extended Education requesting updates to all schedules, curriculum descriptions, and other documentation issued from that office. These calls eventually resulted in the library's being added to most distribution lists
    - Formal means:
        - request was made (and accepted) to include the Assistant University Librarian on the university's already functioning task force for developing the TELETECHNET program

- after many requests, the library was placed on most distribution lists from the university's Office of Distance Learning and Extended Education: curriculum information, schedules of classes, lists of faculty members, etc.
- library staff were included in the Office of Distance Learning and Extended Education formal training presentations:
  faculty workshops
  summer training workshops for site directors
  student orientation packages and televised programs
- preparation of documentation designed for student use

○ Faculty members
- Informal means:
  - invitation to the Library Distance Education Committee annual wine and cheese reception
  - invitation of various faculty members to Library Distance Education Committee meetings to present information on their teaching program
  - discussion and follow-up with distance education participants
- Formal means:
  - presentation of a segment featuring library services in each semester's weeklong faculty workshop on televised teaching
  - preparation of a Faculty Handbook for Library Distance Education Services

○ Students
- Formal means:
  - preparation of student handbooks on library services
  - user needs surveys
  - user satisfaction surveys
  - establishment of telephone reference services
  - establishment of a distance education e-mail address
  - establishment of the library's gopher and ongoing development of the home page
  - provision of instructional services for all classes requiring library research

○ Community college library directors
- Informal means:
  - The Assistant University Librarian's bus tour to the first community college sites.
  - establishment of the library's distance education e-mail address
  - plans for a meeting room designated for the community college librarians in the TELETECHNET program at the state's annual library association conference
  - faxes, phone calls, and email concerning collection development decisions for core collections
- Formal means:
  - survey of community college hours, services and resources
  - annual attendance at the community college library directors state meetings to describe new programs and to hear about problems and developments on the community college campuses.

IDENTIFYING USER GROUPS

The Distance Education Committee easily identified certain broad user groups: students, faculty, university administrators. Within these broad groups were specific types of users which were identified over time:

Students:
- TELETECHNET students:
- undergraduate students at community college sites across the state
- Graduate Nursing and Engineering students from pre-existing programs
- Graduate students enrolled at regional off-campus centers

Faculty:
- TELETECHNET course instructors
- Degree program directors
- faculty members teaching the other offcampus courses

University Administrators:
- Office of Distance Learning and Extended Education director and staff
- Academic Television Services director and staff
- Center for Learning Technologies director and staff
- Computer Center director and staff

Other:
- Site directors in the TELETECHNET program
- Off-campus Center directors
- Community college library directors and staff

As communication channels became more reliable and more extensive, the Committee discovered new groups of users even within these categories. For example, one of the faculty members invited to speak to the committee during fall 1994 informed members about the expansion of the offcampus nursing program: a graduate degree in nursing directed towards rural hospital sites across the state. This was another program conceived and implemented within a very short amount of time, and it involved a program whose students use library resources heavily. Additional user groups arising from this program were:
- graduate nursing students located in sites with very limited local resources
- hospital site coordinators

Another user group just recently discovered also arose from the nursing program: adjunct faculty members located at the community college sites who teach in the TELETECHNET program. These faculty members work for a specific community college and are located on those campuses.

Given the complex set of user groups and limited funds and staffing, the library prioritized users in order to focus on specific groups in phased program development. The first priorities were the TELETECHNET students, the university administration of the TELETECHNET program (Office of Distance Learning and Extended Education), and the community college libraries. These were all identified as essential components in establishing a workable service program.

IDENTIFYING USER NEEDS

TELETECHNET Students. In 1993, two reference librarians developed evaluation surveys designed to identify student library knowledge and experience and student satisfaction with services received. This survey was given to several classes of the nursing students at the first 4 community college sites in the program. After the first results were received, the librarians evaluated and upgraded the survey in consultation with the university's Research and Planning Office. It was been a useful instrument in providing the library with some continuing information about the students in the distance education program and feedback on problems in service or availability of materials.

University Program Administrators. Through regular meetings and informal communication, the library has attempted to identify the needs of the university program for brochures describing library services, scheduling, participation in faculty and staff training programs, and similar administrative needs. In this particular portion of the planning process, the need for clear communication, feedback, and review has been evident.

Community College Libraries. As mentioned above, one of the first steps carried out was the bus tour of community college sites to both gather and give information about sites, programs, and resources. This tour gave the Assistant University Librarian the opportunity to discuss the TELETECHNET program with the library directors. Since library services were not negotiated as part of university/community college articulation agreements, some library directors were not familiar with the TELETECHNET program. These conversations were useful in establishing communications and an understanding of program plans in their initial stages. Members of the Distance Education Committee have also met regularly with the state's community college librarians to explain the teletechnet program and describe ODU library services and to hear about community college developments.

An extensive survey concerning community college resources and services was carried out to elicit as much information about each site as possible. The survey has provided the library with a wealth of site-specific information so that staff members know hours of operation, the titles of electronic products held in each library, availability of fax, internet, and computer services, interlibrary loan processes and requirements, reserves services, and other useful information. With this survey, the library has been given a window into the world occupied by the distance education students. A student from across the state can call the reference desk at ODU library to ask for assistance on a research question, and the reference librarian, using the results of the survey, can see what products are available locally for the student to search, what other libraries are available in the student's area, can suggest some practical means by which the student can pursue his/her research as well as providing information and material from the ODU library collection.

Phase Two Users. Once the needs of the phase 1 groups were identified, the Committee concentrated on developing phased services to meet those needs. Phase 2 has involved less formal methods of identifying needs. As other user groups became apparent, the committee and the Distance Education Coordinator worked on ways to include them within the general framework of programs constructed for the Phase 1 groups.

This process became been more informal and less intense than the initial surveying work on student and site information because additional users and services were gradually absorbed into functioning programs. The library's understanding of the other student populations has evolved slowly. Most faculty members recruited for the teletechnet program were new to the program and deeply involved in learning the demands of the televised teaching process, which requires such a different approach to classroom presentation and preparation and the development of a new curriculum design as well as the location and presentation of new audio-visual support materials. It was the judgement of the Distance Education Committee that these faculty members were already busy and that it would be better to present them with only the most basic information and gather additional data later. Through the Office of Distance Learning and Extended Education, the library has built up lists of those faculty members who are teaching in the program; as part of the Office's very thorough training workshops, the Instructional Services Librarian has presented programs on availability of library services, interlibrary loan, document delivery, and so on to make faculty members aware of available assistance. Members of the Distance Education Committee have also communicated with faculty members concerning other needs.

Gathering of information does continue although not at the same pace as earlier in the program. The library has plans to update survey information on a regular basis although much of the student surveying has been absorbed by the university's Office of Distance Learning and Extended Education.

Identifying Phased Service Levels

Just as with users, services were ranked in priority groups. The library has established a program of phased services in which services defined as essential were set. Implementation of additional services has taken place more slowly.

PHASE I

○ Patron registration. Distance education students must be able to register as Old Dominion University library patrons. This has been accomplished through fax services; the distance education student is supplied with a library registration form at the time of program registration and may mail or fax registration to the circulation department of the library. Once registered, the distance education student is able to borrow books.

○ Document delivery. Materials in the Old Dominion University library collection will be sent to distance education students via Interlibrary Loan. The student can fax a request to Interlibrary Loan and request books and journal articles. ILL will check the books requested out to the patron and will gather the journals and photocopy requested articles for students and send them to the site library for the student. The distance education student comes to the community college site to pick up the material. Although this service is not available to students on campus who must locate inlibrary materials for themselves, the Distance Education Committee decided that this service was essential for the remote student with so little access to a university library collection.

○ Interlibrary loan services. The interlibrary loan section will obtain books and journal articles not held in the Old Dominion University library from another library for requesting student. This is also accomplished via the student faxing the request for materials to ILL. Once materials are received, ILL sends them out to the site library for pickup via UPS transport. ILL uses ARIEL equipment to request and receive interlibrary loan materials electronically amongst Virginia's doctoral institutions and can frequently fulfill requests quickly.

○ Availability of reserves. A faculty member may put Old Dominion University library materials or his/her own materials on reserve for one or more sites. Although this service is somewhat limited by the extreme space limitations of some of the site libraries, the Old Dominion University library will receive, process, and ship materials for reserves. With the community college survey results, the library does know of the restrictions for particular sites and can communicate with those librarians about problem materials. The availability, location, and status of reserve materials is posted on the online catalog record for the title.

○ Library Instruction/Development of Documentation. A basic information sheet was developed to describe available procedures, provide needed forms, and give the students appropriate library names and numbers for information and referral. Handouts concerning library use and research strategies in general were also made available for the distance education program.

PHASE II SERVICES

Phase II services are all currently available, although on a somewhat more limited basis than those above.

○ Access to the online catalog. Distance education students must have access to GEAC in order to identify and locate titles for use. Access is available through a variety of means, but because statewide computer connectivity is not yet at the level desired, access is not always cheap or easy. There are three dial-in ports so students with a modem can dial in to Old Dominion University library's online system. Most of community college sites have terminals with internet access for the students and others have plans to install such access in the near future. Students can also purchase commercial services for internet access.

○ Library instruction programs. Many of the materials and services in the library are not truly accessible without some kind of training or instructional assistance. This is especially true in two areas: 1, assistance in the use of some electronic products and 2, assistance with the selection process. Where should the student start his/her research? What electronic product or service should be the starting point? What search terms will effective in the search? These and similar questions can be answered through a library instruction program. Further, in the case of Old Dominion University distance education with its variety of degree programs, sites, and computer/telecommunications technology, the complexity and variety of services and products available is extremely confusing. The student frequently needs assistance in figuring out what to do and where to get what.

If requested by a faculty member, a reference librarian will come to a televised class and bring materials designed to teach the use of particular resources and even more importantly, to teach methods of using any library. Normally, the class is directed to both an inhouse student class and to the remote students and questions are encouraged from both audiences. Tapes of the sessions are available for the library to use in other sessions or for students to access for review. Training with both a curriculum design expert and with the video producers was available for preparation for televised classes.

○ Reference assistance. Distance education students may call the reference desk for general search assistance, advice on search strategies or database selection, or for information on available services. Students are provided information on this service at registration and are asked to identify themselves as distance education students so that the reference librarians will know that they cannot come in to the library.

○ Access to periodical indexes not available on site. The library provides information on internet access to the CARL UnCover database as the most comprehensive and most easily accessed general database for the distance education student. Information on access is provided at registration.

○ Expanded documentation. The library developed a segmented handbook which can be updated in parts. In addition, handbooks for the other distance education programs which have somewhat different means of registering and obtaining document delivery/interlibrary loan services have been integrated into one guide.

○ Expansion and reorganization of staffing to handle increased service loads. Throughout Phase I, almost all projects were handled by the members of the Distance Education Committee. The library received some additional funds from the TELETECHNET program - partial funding for interlibrary loan expenses and funding for some temporary clerical hours for program support. As the library phased out some positions in budget reductions, it was able to allocate some personnel to these temporary hours in the expansion of services for the distance learning program. Because the time required to run the program increased, the AUL reallocated responsibility for day-to-day operations of the distance education program in the library to the Instructional Services Librarian. There are two part-time support staff members who work with this librarian; they are assigned to secretarial and receptionist duties in preparing documents, handouts, and maintaining files and also assist in interlibrary loan in handling requests from the community college sites.

Phases I and II are in effect and these services are all being provided. Phase III below represents an expansion of services and various parts are currently in different stages of development and implementation.

PHASE III: UPGRADES TO SERVICES AND PRODUCTS

○ Development of Instructional Products. Development of products which can be used for many classes has been an important objective of the Distance Education Planning program. During the summer of 1994, Academic Television Services assisted the Instructional Services Librarian in developing scripts for a series of 4 videos on the use of various library products and then to produce the videos. Since normally the cost of videos is $1000 per finished minute, the library was extremely fortunate in getting this service as part of the teletechnet program preparation. The library now has 4 tapes with an approximate total of 20 minutes on the use of library materials. These have been made available to any faculty member or community college site interested in one of the titles. Another instructional product under development is a hypertext tool which will be developed as a guide to various library materials and will be a self-paced product for any individual in the program to use.

○ Development of internet services. The library maintains a gopher with segments designed for the remote students. Development of a home page is underway in conjunction with the state's VIVA program (described below). For any remote student with access to the internet, interlibrary loan information and request documents, library bibliographic guides, and other appropriate information are available. Information specifically designed for the teletechnet program will be added as needed.

○ Establishment of an e-mail address for distance education students, community college librarians, site directors, etc.

○ Expansion of reference services. Provision of reference documents via fax services and the staff preparation of bibliographies are services which are currently being studied in conjunction with already existing staffing priorities.

○ Expanded online system. A new automated catalog will be installed Fall 1995. Access to the internet and to other electronic resources will be provided and Z39.50 capability possible.

○ CDROM Lan. The library has developed a cdrom lan and hopes as a Phase II of that project, to provide for remote access to those products on the lan via the new automated system.

○ Faculty Communications and Data Gathering. As stated above, the library plans to expand its data gathering to the faculty.

○ Development of Core Collections. Members of the Library Distance Education Committee developed a policy statement for selection and purchase of materials for core collections at the community college sites. Purchasing of core collections material is limited to TELETECHNET because funding for this purpose was available through that program. Core collections are intended to support the degree programs only and should support broadbased curricular needs. Actual implementation of this segment of library services has been complex since not all programs are offered at every community college; some community colleges turned out to have branch campuses which might or might not receive the broadcast programs; some libraries did not have room for shelving additional materials; and because many of the community college library holdings were not reflected in OCLC, it was difficult to determine whether orders would duplicate existing holdings. The mechanics of developing core collections revealed unexpected issues and problems and is a process undergoing continuing evaluation and refinement.

○ Development of Networking in Virginia. Concurrently with state approval of the undergraduate distance education program at Old Dominion University came legislative approval of a statewide library program called the Virtual Library of Virginia, or, VIVA. This program is designed to use the state's six public doctoral institutions in developing an electronic network based on z39.50 software and interlibrary loan systems to create statewide access to a variety of periodical, full-text, and image-based electronic databases at all publicly supported institutions of higher education. This program will be of great value to Old Dominion University Library in providing greater access to remote site students. Current and expected services in VIVA are:

- patron initiated interlibrary loan
- VIVA list for electronic discussion about the program
- FirstSearch for titles such as ERIC, Medline, and others
- electronic encyclopedia
- Virginia OPAC access
- full text databases for various poetry sets
- purchase of ARIEL for interlibrary loan
- purchase of workstations for VIVA use
- development of digitized special collections materials from Virginia academic libraries
- development of a VIVA home page

REVIEW AND EVALUATION

One of the most important parts of the planning and program development process is review and evaluation, both of products and of services. Although this item comes near the end of the formal list of elements in the planning process, in reality it must take place throughout each step, especially in a program such as the one under discussion in which the entire university program is also being developed. The university program has changed and evolved constantly since it was first conceived; to be successful, the library process must respond to changes in university processes and policy and it must also respond to changes in its own process. Every aspect of the library program has been subject to this evaluation process and will continue to do so. Many of the upgrades to service described in Phase III were in response to informal review and evaluation procedures. The library has also established formal means a obtaining student satisfaction data through evaluation surveys, and in order to continue fine-tuning and improving its services must continue this formal program.

CONCLUSION

This is a brief summary of a complex series of planning and implementation steps taken over a two year period in the establishment of an extensive university distance education program. The library entered the planning process sometime after its start. In order to become an effective planning partner and service provider, library staff have established both formal and informal ongoing means of communication with all its partners in the distance education programs: students, faculty, site personnel, and university administrators. Regular processes were established to carry out distance education services in a comprehensive and responsive way. Students have access to information resources, and the quality and breadth of services have improved significantly over the two years of program planning and implementation.

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Isolation or Affiliation:
How Distance Librarians Stay Connected

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INTRODUCTION

The "growth of any skill depends heavily on honest dialogue among those who are doing it" (Palmer 1993). Being professionally affiliated, that is establishing and maintaining interactive relationships with colleagues, helps fosters this kind of dialogue. One recent author on library customer satisfaction goes so far as to say that the overall work environment, including staff interpersonal relations, may be the "most critical element" in producing the high-quality outcomes demanded by our clientele (Millson-Martula 1995).

At the 6th Off-Campus Library Services Conference several librarians informally discussed how a sense of isolation in their positions made them feel disconnected from their peers at the main campus. Central site librarians who supervise off-campus librarians also commented on the challenges of managing people who work at a distance. It became apparent that the isolation being discussed was not social isolation, with no other human beings present, but rather professional isolation: the lack of opportunity to interact with colleagues who share the same concerns.

Non-librarians who are a part of the off-campus librarian's world, despite the best intentions, are not trained to give adequate advice about library service or strategies. And sometimes the central site librarians, engaged in traditional services, fail to understand or care about the unique issues of distance librarianship.

Because of these concerns, we decided to survey librarians serving off-campus sites, and those supervising them, to find out who feels isolated and why, and how these librarians stay professionally connected.

LITERATURE REVIEW

A review of library literature, including OCLS conference proceedings, revealed almost nothing on how professionally isolated librarians stay in touch ("affiliate") with their colleagues and peers. Two of the three most useful contributions focus only on corporate one-person information centers.

A scan of the education, psychology, sociology, and business literature using the search terms *isolation*, *professional isolation*, *socialization*, and *affiliation* uncovered some helpful material, as did *telecommuting, distributed work, one-person libraries*, and *rural* (in various contexts). Databases searched included *Library Literature, ERIC, LISA* (*Library and Information Science Abstracts*), *Social Science Index, Sociological Abstracts, PsycLit, Education Index, Business Index from IAC, ABI Inform, Dissertation Abstracts, Article First* (from OCLC's *Firstsearch*), and Latham, et. al. *Library Services for Off-Campus and Distance Education: an Annotated Bibliography* (1991).

A 1986 book by Guy St. Clair, *Managing the One Person Library*, proved the most valuable as a handbook for librarians in isolated situations. Written by a practicing librarian, who also founded the journal *The One-Person Library*, the book acknowledges the problems of professional isolation, and offers advice on how librarians who labor alone can open lines of communication with other colleagues (St.Clair 1986). However, the book emphasizes the corporate world, and does not cover the radical transformations brought about by telecommunications since 1986.

Shuter surveyed information workers working alone in England about what was most and least satisfying about their positions (Shuter 1984). She found that people liked their independence, but felt a negative sense of not knowing what was going on in the organization, and often felt a lack of backup support when it was needed. Her study reflects a dualism our survey also reveals: there are perceived advantages as well as disadvantages to professional isolation.

Moulden and Fritts (1993) asked librarians about their management practices for library staff at off-campus locations. Their study statistically analyzed how training, supervision, staff development, and communication with off-campus staff were accomplished by managers.

Classroom teachers are another group forced to cope with isolation, especially in rural areas, because of the widespread practice of teachers not visiting each other's classrooms. Teachers report professional isolation whenever they are unable to interact with other teachers or cannot be engaged by educational presentations related to their areas of teaching (Davis 1987). There is a small body of advice literature for these practitioners (see Lytle and Fecho 1991; Sutton 1988; Davis 1987; Rothberg 1986). Teachers without support relations have been shown to have poor professional self-image and low job satisfaction (Bainer and Didham 1994). The most widely recommended strategies suggested in the education literature are mentoring and cross-classroom visitation.

The corporate trends toward distributed work teams, where members are stationed in diverse locations (Kostner 1994), and telecommuting (Grantham 1995) are raising concerns in the business world about professional isolation. Kostner's book *Knights of the Tele-round table: 3rd Millennium Leadership Insights for Every Executive, Especially Those Who Must Manage from Afar* is potentially very useful for those who must manage off-campus staff from a distance.

Supportive relationships in the workplace were rated as more important than status or money in a Gallup poll of 1200 workers (Bainer 1994). Yet it seems more and more people work in relative isolation. A recent essay in *Fortune* highlighted the problem as seen by one business executive: "The office gives us discipline, structure, and social interaction... the office is really a community, and there aren't many of them left.... I want to be part of the pageant of the office, the civilized parade of people..." (Connelly 1995).

THE SURVEY

In order to discover the extent of distance librarians' feelings of isolation and their strategies for affiliation, we surveyed selected librarians in the United States identified from the attendee list of the 6th Off-Campus Library Services Conference, as well as through an appeal for volunteers over OFFCAMP-L, the off-campus library listserver, and augmented by names drawn from the *Off-Campus*

Library Services Directory, 2nd edition.

SURVEY OBJECTIVES

The objectives of the survey were to determine:

- The degree of professional isolation among distance librarians.
- If isolation is experienced,
    - what factors contribute to this isolation
    - the perceived positive and negative aspects of isolation
    - coping strategies and recommendations on how to diminish the isolating aspects of distance librarianship.

Some of the survey questions were designed to trigger ideas that the respondents could immediately use in their operations, e.g. are you involved in library planning; are journals routed to you, etc.

SURVEY DESIGN

The survey instrument, designed in March 1995, consisted of twenty-seven questions, some multi-dimensional, and many open-ended, to obtain information about the following areas:

Demographics/Position characteristics
- title of person completing survey
- description of position
    - full or part-time, entry level, MLS required
    - if the respondent works at a distance from the main library and if so how far
    - supervisory duties
- length of time in the position

Personnel management practices/Experiences
- opportunities for being mentored
- performance reviews
- training techniques
- off-campus services representation at full staff meetings; where meetings are held
- contributions to library planning
- whether this person has to be the sole defender of policies and procedures
- amount of management autonomy allowed
- adequacy of overall administrative support

Professional development opportunities
- reimbursement/comp time for continuing education
- availability of and participation in local and national library organizations
- professional reading

Communication issues
- who the respondent communicates with about daily dilemmas
- methods used to communicate with colleagues
- e-mail and listservers used

○ methods used to keep current about central library events

Isolation
○ does the respondent consider him/herself an introvert or extrovert
○ factors in the position that contribute to isolation
○ positive aspects of position's isolation
○ negative aspects of position's isolation
○ ways to improve the position to reduce negative isolation
○ strategies for others to use to improve their connectedness.

SURVEY RESULTS

The survey was sent to ninety-five individuals in April 1995, and fifty-seven responses were returned, for a return rate of 60%. Fifty-two responses were returned by mail or fax, two by e-mail, and three by telephone. Breaking down returns by job description and work location shows:

70.0% (40) work on their main campus, with
    52.5% (30) having other duties besides distance librarianship and
    17.5% (10) focusing exclusively on distance duties
26.5% (15) work at distant locations
    3.5% (2) returns were unusable

75.0% (43) have supervisory responsibilities
    30.0% (17) manage librarians, library assistants, and students
    28.0% (16) manage library assistants and students
    17.0% (10) manage students only

Several people responded that the survey had "struck a nerve" and thanked us for asking them to participate. One respondent even said: "I think this addresses the most key issues for off-campus libraries & librarians in general. The elitism & sense that distance ed. is not 'real' education, but just a cash cow keeps these issues of isolation alive.... The emperors clothes are in question here."

Limitations of this study include:

○ No control group of librarians in traditional positions was surveyed to test our assumption that feelings of isolation are more prevalent in distance librarianship than in other types of librarianship.

○ The most isolated librarians may not be able to attend conferences or be networked with e-mail or listservs, and were therefore the most likely population to "fall through the cracks" of this survey by the very fact of their invisibility. In this same vein, the sampled population has a prevalence of supervisors working on the main campus. More time was needed to track down and survey a greater number of librarians working in distant locations.

○ There is no Librarian Professional Isolation Scale with which to measure isolation levels. Many respondents noted aspects of isolation in their positions, but also many ways of connecting, so that responses were often a mix of the two.

○ The open-ended questions elicited a variety of responses from survey takers, but this dialogue sometimes led to ambiguity when attempting to measure responses. Multiple questions within a question also made responding difficult for some.

Many of the respondents expressed great satisfaction with their work: "Nothing is more exciting or interesting to me than off-campus work"; "I have never been happier in any position I have held"; "I love my job. This is definitely the most interesting, challenging work I've ever done. I like the feeling of being on the cutting edge of a new library specialty". Following are the thoughts and suggestions from those who are well-appreciated to those who are struggling to stay afloat.

A SENSE OF ISOLATION

Of the librarians responding to the survey whose answers could be categorized, 70.2% (33 of 47) reported some sense of feeling professionally isolated. For those whose positions keep them at the central site, there was less of this: 62.5% (20 of 32); while 86.7% (13 of 15) of those working at a distant location felt some isolation. Of the thirty-nine who identified themselves as introverts, extroverts, or a blend of the two, 38% (15 of 39) of the extroverts and 46% (18 of 39) of the introverts felt isolated.

What factors contribute to a librarian's feeling set apart? The most obvious one was mentioned by many: "I don't particularly enjoy working alone". "I'd love to have a partner"; "I don't have daily interaction with other library colleagues"; or "while I enjoy working here, I mostly miss the easy give and take with other staff members. The single most negative aspect of the job is the lack of learning... due to the lack of professional contacts with other librarians". One person called it being a "one man band", away from similar creatures. Many need more contact with others than they apparently receive in their positions.

Feeling apart is not necessarily a function of geography, though a few did mention the loneliness of the long distance librarian. Several distance librarians who work at the central site complained of isolation because they are the sole contact for distance learners or off-campus services. Many in our survey have a sense of being perceived as "different" by peers: "a few of my colleagues cannot understand that I cannot leave work promptly at 4:30 P.M. like they do. That an on-demand service requires many extra hours at peak seasons and I cannot take regularly scheduled breaks and lunches with them, or socialize after work".

The majority of the survey respondents do not believe their central site colleagues have an accurate picture of off-campus library services. "As for the 'traditional' library colleagues, I have to fight a defensive posture of feeling like 'less than a real librarian' because I do not manage a collection per se, or have a 'real' library facility...". "At times I need to remind staff of the 'rights' [off-campus] students have." "I sense that they are glad that I do [the services] as long as they are not burdened by off-campus students' requests." Nevertheless, 65.2% (33 of 46) feel appreciated. One librarian advised that others "try to overcome the perception that distance librarianship is a kind of high-tech clerical position with a few professional duties thrown in".

Other off-campus librarians sensed the indifference of administrators, one respondent saying "[the administration makes me] feel like a second class faculty among already second class faculty". Almost one third (13 of 43) of the respondents answering this question rated their administration as failing to be supportive of them or their services.

Professional isolation is not always the result of working alone but, for some librarians, arises more from a lack of local colleagues with similar interests or responsibilities. "I do not work alone, because our branch library has a small staff; however, since I am the only professional [I feel isolated]." Sharing space with administrators may not help either: "I do feel isolated. I have always worked in situations where I was surrounded by other library employees. In this setting I am almost like a consultant, working in an office with administrators. While they are friendly, I miss the camaraderie of my library colleagues. This is why I really look forward to communication with the Librarian in charge of off-campus library services...she 'speaks the language'. I crave interaction with other librarians, whether they are involved in off-campus services or not."

Insufficient opportunity for communication was mentioned repeatedly, as was being out of the on-campus decision-making loop, as both causes and effects of isolation. "Lack of communication and connectedness with the main campus is a huge problem. A branch librarians' meeting was to meet every other month and this disappeared after the first one. I am not informed of new staff and they are not oriented to all of the institution." Several respondents spoke of being the last to hear of any policy changes, or of failure to receive important information from the central site. Others used the phrase "lack of feedback" to summarize their frustration. For example, one person said s/he experienced isolation because of "the feeling of working in a vacuum which doesn't allow feedback about whether ideas are good, bad or indifferent." Another mused "often I wonder what I should be doing, or how else something should be done".

Funding problems also appeared to be an isolating factor. According to some distance librarians, their off-campus services "tend to get the leftovers" and institutions are not willing to allot sufficient resources. "I can't even get things students need and this causes stress and frustration." An isolating theme which appeared in several responses was overwork plus lack of understanding by others of how much there is to do in many off-campus library programs.

Being misunderstood or viewed as privileged, when in reality being stressed and harried is a common occurrence in many professions, but it seemed to be a particularly strong theme here. "My job is overwhelming. I have all the tasks and responsibilities- and ref. and B.I. too." Here are the comments of three separate respondents:

Having unique problems, especially with costs and changing telecommunications issues. It's frustrating...Often times I get told these are issues bigger than I am, yet they need to be solved in order to serve the students.

Yes, last October I was extremely busy. I was isolated because I hardly had time to smile at friends. There were times when I had 50-70 requests waiting for me and this was stressful. I routinely worked 12 hr. days for about a month.

Having to handle the technical repair, set-up, maintenance, plus other things makes things busy. On [the] main campus they have others to do this.

One librarian summarized this trend well when s/he said "others feel I am privileged, and no one appreciates the amount of work I have to do and the pressure I am under". And "I don't mind working alone, but I like for people to take what I do seriously. Unfortunately, I don't feel as if they do."

A SENSE OF INDEPENDENCE

Despite the negative comments about being out of the loop, lonely and misunderstood, most respondents found positive things to say about the independence their distance librarian positions afford. Only two respondents claimed a lack of freedom in their positions. Many people surveyed enjoy working in solitude, and expressed a love of the independence. Some even wrote of perfect satisfaction with their splendid isolation.

Several key positive attributes of the respondents' independence were voiced: "no one looking over my shoulder", "lots of freedom and [trust] to get the job done", "informality", "being in control of my work flow", and "I get more done" were a few of the many comments of happy contentment with unrestrained working conditions.

Autonomy and the power to do and decide make many off-campus librarians positive about their potentially isolating positions. Some appreciated the high value they have to off-campus faculty and students, being one of a kind. A few enjoyed their sense of being a "big frog in a little pond". Others were keenly thankful for the flexibility of their work schedules. Some expressed it as a blessing that they mainly interact with non-librarians in their distance sites rather than be caught up in the politics and power struggles of the bigger library and its staff. One person saw the great networking possibilities of being with teaching faculty out in the regional sites, and two expressed what many others may have left unsaid: "I can distance myself ...from general library things I'd rather not be involved in"; "it's such a relief not to be on library committees".

We had assumed the possibility that the cost of independence might be having to make difficult decisions all alone, without adequate administrative input or support, but the majority of those who responded (69.2%) indicated that they did not have to be the "sole defender" of library or off-campus policies, but were able to exercise professional freedom of judgment, with main library backup when needed or desired. For example, one person called the library's administrative team "sort of a 'safety net' - that I wouldn't be left dangling". This was a common, positive response.

CONNECTEDNESS

People recommended various tactics to maintain or enhance affiliation with their peers, their supervisors, the field of distance librarianship, and with librarianship in general. These tactics may be grouped into four broad areas: 1) communications; 2) personnel management, feedback and training; 3) administrative or organizational support; and 4) professional growth and development.

COMMUNICATIONS

Survey takers offered input on what and how to communicate. The survey asked people to rank their frequency of using six means of communication: in-person, fax, e-mail, phone, mail, and internet listservers. The three methods most preferred for communicating with colleagues were phone, e-mail and in-person. Listservers were used primarily for communicating outside of the organization, while mail and fax were much less used and ranked far behind the others.

In-person is still the communication method of choice for many. "Visit the main library and see your colleagues"; "insist on...introductions to all the library staff, not just those you directly work with"; "talk to your supervisor"; and "make regular lunch and dinner dates with others: librarians, faculty, and staff". "Find the other librarians in your area and meet them 'face to face.' Do this so people will know you exist". "Reach out aggressively... contact all the public and academic libraries in your general area...Arrange to tour their facility." One librarian said "be friendly or else get ignored". Besides one-on-one communication, many recommended attending as many meetings and other events as possible. "There's a need to connect in so many directions."

Electronic mail was used by almost all librarians responding to the survey. Of those who had e-mail, 87.2% (41 of 47) used it daily or several times a day. Some claimed to check it hourly for incoming reference questions and student queries. It gets used by a number of respondents to stay professionally connected with colleagues and other professional contacts, and also to keep in touch with the central site. People also said they use it extensively for connecting with internet listservers. According to those surveyed, for anyone who does not have access to electronic mail, obtaining it should be a high priority. It has probably done more to build professional connections for geographically isolated distance librarians than any other means.

Internet listservers ("listservs") have been developed for many subsets of librarianship, academics, management, etc., and the survey asked people to list the ones personally used. By far, OFFCAMP-L is the most heavily used of those who responded, with many fewer connections to a wide range of specialized listservs. Overall, 89.4% (42 of 47) respondents subscribed to at least one listserver, and 72.3% (34 of 47) subscribed to at least two. As to the usefulness of listservs, about half the responses (51.6%) mentioned some problems with either the quantity or quality of listserv content. The other half expressed satisfaction with their ability to keep up with current issues or controversies, have questions answered, and read about what other national and international colleagues are doing. For those not using them, listservs should be considered a helpful tool for staying connected to the profession.

A philosophy of communication for distance librarians emerged from the responses on a number of surveys. "Keep in touch with customers. If you're isolated, you're not doing your job." "Contact somebody daily." "Be pushy. Call constantly." "Push yourself relentlessly into your mainstream library environment." "Work only with people who support the program. Working with dissenters is a waste of time". "Keep communications simple, focused and to-the-point." "Communicate your objectives and goals at every opportunity and create opportunities to communicate. The more others understand off-campus issues, the more importance and acceptance there will be." Most importantly, "establish regular communication" with central site librarians, off-campus staff and faculty, and off-campus administrators. "As your colleagues get to know and respect you, they will become more interested in and open to what you do."

PERSONNEL MANAGEMENT, FEEDBACK, AND TRAINING

People new to a distance librarian position may be especially prone to isolation. It is important that training and supervisor feedback work to integrate the "rookie" into the library team. A number of respondents complained of a lack of supervisor contact. These respondents spoke as if they had been thrown into the fray without much support or training. Several suggested that supervisors visit the off-campus sites to see what really goes on there, rather than just make policy from afar. "It would be nice if one of the [central site] staff visited the branches on a regular basis. It would give the main campus a better idea of how the plans they implement in the main library work out in the branches." At many institutions, on-campus supervisors do visit the regional sites, but infrequently.

When asked, most respondents agreed that a mentor (either a more experienced peer-coach, an on-campus advocate, or the like) would have been useful at the start of their distance employment. This held true for both supervisors and non-supervisors. Few, however, expressed any comments about mentoring's usefulness as an ongoing anti-isolation tool.

Few respondents had staff meetings of the central library personnel at the outlying sites, even though some sites are within reasonable geographical proximity. Only a handful of respondents work for institutions which include a distance library service report as a regular agenda item at their central site staff meetings. Others report that off-campus service is at least an occasional item. Several suggested that professionally isolated workers strive to attain more of a staff meeting connection between on and off-campus issues. One innovative idea is to set up regular periodic conference calls, if budget permits, to discuss staff-wide issues.

ADMINISTRATIVE OR ORGANIZATIONAL SUPPORT

Numerous off-campus services librarians believe their positions, or those of others like them who feel set apart, would become less isolated if shown more realistic administrative or organizational support. One praised a new university president, "who has a very different (much better) attitude...He is the one who insisted on the phrase 'regional campuses' instead of 'off-campus' and to refer to the 'main' campus [by the city's name] since 'off-campus' and 'main' are pejorative terms."

Other ways of getting the administration to notice off-campus services were suggested, such as providing services to students and faculty "that will stimulate them to seek greater support for the site," or making more contacts with the influential faculty who can become advocates for better library services (and less isolation). Another person said "be part of any [administrative] non-library distance [education] committee and participate. This will give a high profile to the library". A library director advised "keeping records and statistics and preparing readable reports" to help educate the administration and "be realistic about the importance of the off-campus sites in the eyes of the university administration".

Ideas surfaced for structural integration of off-campus library service into the library's traditional public services department as a way to develop teamwork. Another respondent saw the need for a more centralized off-campus administrator with better coordinating powers between all the players. A third respondent's interesting idea was to try out a new combination called a [Library] "Department of Access Services, combining Off-Campus, Circulation and ILL. We could achieve economies of scale by having a pool of workers who all do the same kind of thing." Other similar reorganizations might be tried to increase affiliation of the distance staff.

Finding the means to feel part of an institution's overall library operations was a central theme from a great number offering advice. The large majority of respondents were involved in regularly scheduled staff meetings at the central site, or occasionally at the distance sites. They also recommended 1) volunteering for broader library committees, 2) taking the opportunity to work on cooperative projects, 3) helping their main site peers with problem-solving, and 4) being involved in the general library planning process. All of these seem useful as ways for a professionally isolated distance librarian to connect to the entire library services team.

A split position that shares off-campus responsibilities with general reference, interlibrary loan, or other traditional onsite duties is one strategy already employed by many institutions. It is one solution that was frequently mentioned throughout the survey. Most said it works well, in that they get their professional affiliations from the non-distance part of the job. A split position works best, however, when both parts are physically located at or near the central site. One person did say "with so many other duties it is difficult to concentrate enough on off-campus services". Others combine a part-time off-campus librarian position with another part-time position in another more traditional library, although this raises issues of benefits, schedule conflicts, etc.

Being treated with respect and as a member of the library team was stressed. One librarian was particularly grateful for business cards supplied by the institution. S/he attaches these to materials and reference responses, and said that using them makes her/him feel "I have my own status".

PROFESSIONAL GROWTH AND DEVELOPMENT

Joining and participating in local and national organizations had a high rate of recommendation. "Join any group available locally," especially local library associations where you can "get involved... and share your expertise." One special suggestion was forming a local or state distance learning librarians group where relations with other off-campus librarians can be built at nearby institutions. At the national level, two activities were highly recommended: involvement with the Extended Campus Library Services Section (ECLSS) of ACRL, and attendance and participation at the Off-Campus Library Services Conferences sponsored by Central Michigan University. Both of these were seen as useful networking opportunities.

As previously mentioned, a number of those who subscribe to the OFFCAMP-L listserver recommend it as a way to connect with others engaged in similar activities. One person, however, did suggest not only joining it, but also generating more activity on the list, which is quiet at times.

All but a couple of respondents keep up with general library literature. About half have it routed; the rest subscribe or access it some other way. One suggestion: "ask for professional subscriptions to come directly to an 'isolated' site". And another librarian reminded people to read the literature on distance learning as well.

Feeling good about yourself as a way to cope with professional isolation got a share of responses. "Join a health club", or more broadly "take charge", "take risks", and "start causing things to happen rather than allowing your situation to determine your actions and limitations".

One respondent, with little understanding or support from his/her supervisor or institution, replied that in such a position, there might not be any way to effectively connect. S/he recommends: "get as much technological expertise as you can personally stand. The more you know of this the more of a leader and key player you can be. It may not get you connected but it will benefit you and keep your confidence up." S/he continues, the only way to improve your position may be to "look for a legitimate academic reference job". Of the fifty-seven responses, this one expressed the most unhappiness. A salient point made by this person was that isolation is a value-neutral issue; that what may seem like "isolation" can really be "marginalization and exploitation" for whatever reason.

MANAGEMENT RESPONSIBILITIES

Those who manage off-campus librarians from a distance should remember that 86.7% (13 of 15) of those working in regional locations feel some isolation. They may be lacking in social interaction, receiving little affirmation for their work. They can feel insignificant and powerless, thinking of themselves as toiling away in obscurity, separated from the mainstream of library decision making. Leadership from a distance means making these physically separate librarians think of themselves as equal players on the team, with common goals and shared values. Supervisors need to devise ways to assure their staff feel valued.

"The key way to build high performance across distance... is to build trust." (Kostner 1994). Trust is essential for distance management because so much of what gets done must be self-monitored (Grantham 1994).

Jaclyn Kostner in *Knights of the Tele-round Table* offers many suggestions applicable to managers of distance librarians. She writes that communication is at the center of trust. "Create a communication plan to make sure everyone is informed about basic team issues." Make a key piece of the communication plan a serious attempt to "keep the communication flowing to counteract the out of sight, out of mind phenomenon on distributed teams". Trust comes from a feeling of being treated fairly: "unequal access to information [is a] significant trust-breaker". Kostner has noticed that there is a tendency of managers at a central site to rely on their local peers, rather than on team players in the field. She notes that while this may be done for the simple reason that on site colleagues are close at hand, it breaks trust with those at a distance. Distant team players may perceive it as favoritism, and "even the appearances or suggestions of favoritism break trust".

A team-created mission statement or plan is another strategy for team-building across distances, insuring everyone has a strong sense of where their library is headed. This could be done at an annual retreat. Symbols such as awards or prizes for all players can also help build the camaraderie that unites people. A newsletter, conference-calls, "virtual" staff meetings, and many soon to be available telecommunications options should all be considered.

SUMMARY AND CONCLUSION

Many distance librarians feel some professional isolation. Our survey reveals that the negative aspects of this isolation are the result of inadequate administrative support, a lack of performance feedback, being left out of the decision-making process, and coping with misperceptions by traditional colleagues. Positively, respondents feel a sense of autonomy and independence, of being proud of what they do, and of being valued by their constituents, and often their central site colleagues.

Those in the sample communicate with their colleagues primarily in-person, via phone, and through e-mail. The majority belong to the OFFCAMP-L internet listserver, along with many other library related lists. Distance librarians stay professionally involved by reading the professional literature and through attendance and participation at local and national conferences and workshops, especially the ECLSS section of ACRL and the Off-Campus Library Services Conference.

The surveyed librarians advise being as proactive as possible in actively pursuing affiliations. In other words, by communicating constantly in every way possible and lobbying for off-campus library services with both on and off-campus constituents.

Writers in other fields suggest that managers of those at a distance make building trust a high priority. They believe it is the key leadership strategy for reducing the professional isolation of those you manage.

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Resource Sharing: The SWITCH Experience

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INTRODUCTION

It is a much overworked truism that our world is in the midst of a technological revolution and that we are being bombarded by an information overload. These times are exciting and they present us with both an opportunity and a challenge. The wealth of available new resources affords us an unparalleled chance to serve our patrons more fully; the challenge lies in being able to keep ahead of the flood. The time is past when a single academic library can afford to have all the resources required to satisfy the changing needs of our students, faculties and other patrons. While the notion of resource sharing has been part of professional courtesy for a long time, the recognition of the real need for this kind of cooperation is fairly recent.

The annual output of world publishing is overwhelming. Scholarly, scientific and technical journals have multiplied rapidly in keeping with new technologies, studies and discoveries. At the same time, journal costs have surged. Even though the library dollar may have remained stable, in relative terms, it has shrunk. If the many and varied library technologies are factored into the equation, it becomes evident that one library can no longer "go it alone", either from a financial standpoint, or from the expertise required of the professional library staff.

The time for each library acting in isolation is past. In an interview in 1992, Duane E. Webster, executive director of the Association of Research Libraries, expressed his view that institutions must be creative in finding ways to share access of their resources with others. (Nicklin 1992) Webster recognized that it was no longer realistic to expect academic libraries to maintain the ideal of a comprehensive collection of resources able to meet all the needs of their patrons. The economic climate and technological advances have created a new environment. It is one in which no single library can afford access to all the scholarly resources, and one in which continual re-education of professional staff is required.

The concepts of "access" and "resource sharing" have been coupled in the vocabulary of librarians for a long time. Many libraries have an access services librarian -- one who provides a gateway for the patrons to obtain what they need. Librarians usually equate "access" with the services related to circulation of library materials. This may involve providing catalog information, helping the patron find suitable bibliographic materials, the actual lending of materials , or arranging for interlibrary loans. Historically, interlibrary loans were probably the first examples of resource sharing. While interlibrary loans have the potential for making more materials available, there are serious drawbacks when considering the time required to deliver the requested items to the patron.

Allen Kent (1977) described resource sharing as a mutual interchange between libraries that would result in the users' access to more materials or services. The cooperation extended to both materials and services, and although there may be a need to adjust the methods of operation of the participating libraries, their respective missions would not be compromised. During the two decades since Kent promulgated his definition, many creative ways of increasing accessibility to library materials and the sharing of special resources have been tried.

Academic libraries have always had a fairly healthy cooperative relationship with one another. Recently, some local and regional consortia have been established between institutions to enhance resource sharing. Within these cooperative affiliations, there is sharing of library materials, networking technology, database access and document delivery. The current economic state has made this interdependence necessary; technology has made it possible.

While the concept of inter-institutional cooperation may be simple, the development of a smoothly functioning consortium is not easily attained. Each academic institution has its own identity, mission, and philosophy that must be safeguarded and preserved at all times. Like in any marriage, there will be some measure of compromise required of each partner to make it a successful venture. Participants in resource sharing must feel that the benefits to be gained will exceed the fiscal investment as well as the loss of some autonomy and the cost of service to a larger community of patrons.

Institutions entering into a consortium must have some sense of a common purpose. In consortial agreements institutions need to look at various types of resource sharing arrangements supported by the members. The sharing of a multi-institutional catalog containing the book and journal holdings of several libraries increases the demand for items not owned by the home library. Rapid delivery and the wealth of new materials a cooperative program provides will do much to promote library use.

The success of consortial resource sharing rests largely on the confidence that students and faculty have in the venture. Their confidence can be fostered by a manifest cordiality and cooperation between the librarians of the participating institutions. There must be a consistent adherence to and interpretation of the established policies. The patrons will have questions and concerns, but if all members of the consortium are, in fact, cooperating, the answers will all be the same.

There are many issues to be considered before initiating a multi-library agreement, but the all-important question to be investigated before undertaking such a cooperative effort is: "Is it worth all the trouble?" The answer to this depends upon the willingness of an institution to commit its monetary and personnel resources to making scholarly resources available to its clientele. While there probably is no perfect library consortium, agreements can be developed to meet the needs of the membership. The ultimate winnner in any consortial arrangement will be the users whose access to information has been enhanced. One such model is described in this paper.

BACKGROUND

In January 1987, representatives of eleven private academic libraries in the greater Milwaukee area met to explore the possibilities of forming a consortium for the purpose of resource sharing. The institutions represented at this initial meeting were Alverno College, Cardinal Stritch College, Concordia College Wisconsin, Marquette University, Marquette University Law School, Medical College of Wisconsin, Milwaukee School of Engineering, Nashotah House, Sacred Heart School of Theology, Wisconsin Lutheran College, and Wisconsin Lutheran Seminary. The stated purpose of the consortium was to provide reciprocal access to the libraries' resources through institutional cooperation with the goal of enhancing the quality of higher education in our area. The notion of a consortium of private academic insitutions working together was truly novel, given the competitive spirit that previously characterized the relationship among these institutions.

DEVELOPMENT AND IMPLEMENTATION

In April 1987 the fledgling group selected the name Southeastern Wisconsin Information Technology Exchange or SWITCH. At that time, SWITCH applied to the Bradley Foundation for funding to underwrite a feasibility study. A grant of $25,000 was received in June 1987 that allowed the study to begin. Needs assessments were made and bids for database systems possibilities were solicited and studied during the year of planning.

SWITCH was incorporated as a 501(c) (3) nonprofit corporation in July 1988. At this time SWITCH had a commitment of support from fourteen Milwaukee private academic institutions, but before the end of the year, Marquette University Memorial/Science Libraries, Marquette Law Library, and the Medical College of Wisconsin had withdrawn to pursue the development of their own individual databases.

Most of 1989 was spent profiling library collections for comparisons and evalution of holdings. Surprisingly, very little duplication of holdings was found. Because of the new technology, it was necessary to hire a library automation consultant to supplement those areas of expertise lacking in the professional training of the consortium members. Much time was spent in writing grant proposals and other fundraising efforts. In late 1989, nine institutions signed a document commiting funds to the joint library system, and monies were released for the conversion of the catalogs to machine readable format.

The following year, Cardinal Stritch College agreed to serve as the host site for the SWITCH consortium, and various vendors were invited to demonstrate their products. In late 1990, member institutions authorized the negotiation of contracts. Blackwell North America was chosen as the vendor for database processessing, the system hardware was purchased from Digital Equipment Corporation and the software from Innovative Interfaces.

In early 1991 the database processing was completed, and the tedious work of barcoding the entire library collections began. This was a time-consuming task requiring the efforts of every library staff member at all institutions. By spring, a full time Executive Director was appointed whose task it was to answer questions, seek alternatives to ventures that did not seem to work well, and to oversee the coordination of the entire operation. Frequently throughout the entire implementation of the plan for SWITCH, the Presidents of the participating institutions met to lend mutual moral support and to discuss ways to provide the financial support for the project without compromising the integrity of their respective programs.

By April of 1991, it was apparent that only four of the original eleven institutions were able to continue with the consortium project. The other institutions were either unable or unwilling to commit their financial resources to the consortium, or had found other alternatives. Alverno College, Cardinal Stritch College, Concordia University Wisconsin and Wisconsin Lutheran College agreed to fund the required implementation costs of the joint library system. These four institutions were to carry the planning to completion and form the current SWITCH consortium. Although the student population and the number of degree programs offered by each of these institutions was very diverse, in no way did this limit the interest or enthusiasm in either the planning or implementation of the project, because it was realized that the joint venture was going to accomplish much more than a single institution could do alone.

In late 1991 the Innovative software catalog was loaded and the major portion of the next year was devoted to staff training for the various modules. TOPCAT was selected for the name of the online public catalog. August 6, 1992, was a momentus day. The online public catalog became available for the first time. What had begun five years earlier had become a reality.

CURRENT SITUATION

The SWITCH database operates from a central office located at Cardinal Stritch College. This database consists of 373,000 items and 238,000 bibliographic records. Network terminals at each member institution are connected by means of digital phone lines and ports to accomodate 41 simultaneous users. There are 5 dial access ports and one Internet telnet access.

Eight user groups are made up of staff from each member library in the consortium and represent such areas as cataloging, circulation and collection development. The groups meet regularly to keep communications open and information flowing. This representation of all participanting institutions provides a system of checks and balances, thereby preventing any one instituion from dominating or going too far alone in its own direction. User group minutes are shared and decisions are made only after thorough discussion of the ramifications of the decision on other groups.

Overseeing the total operations of SWITCH is a Board of Directors composed of the President of each member institution. The finance officer and the library director of each member institution, as well as the SWITCH Executive Director are ex officio members of the Roard.

Not surprisingly, an undertaking of this magnitude is costly. The total start-up cost of the SWITCH consortium was estimated at $450,000. Grants and gifts accounted for about half of this amount, with the remaining funding invested by the participating institutions. Each institution pays a membership fee, determined by formula, to offset operational costs. The present annual budget for SWITCH is $156,000.

RESOURCE SHARING THROUGH TOPCAT

In October of 1992, the first full month for which borrowing statistics are available, a total of 700 items were requested. Consortium members viewed this as an overwhelming vote of confidence in the system. Each year since it became operative, the resource sharing activities of the SWITCH consortium libraries have continued to grow. Beginning in June of 1993 when full implementation of the resource sharing was in place, the request statistics show an over-all increase in useage of almost 600% (Table 1). Library patrons have benefitted from the increased access to many more specialized materials as well as those materials not available in their own institution's collection. Another of the great advantages of the system is the reduction in time required to receive items requested from cooperating libraries. A daily courier service usually delivers materials 24 hours after they are requested.

The consortial agreement provides mutual borrowing privileges and reference services to anyone having valid SWITCH identification. These privileges are extended to students enrolled at any of the consortial institutions, alumni, faculty and courtesy patrons. The ID gives them direct, immediate access to the circulating collection of the other member libraries including the combined journal collection of all institutions. Priority is given to filling member's borrowing requests. In addition to these services, patrons may pick up and returned borrowed materials at any of the SWITCH libraries. Common circulation policies regarding length of loan, overdue fines and the number of renewals of a single item are used throughout the consortium.

ACCESS TO TOPCAT BY USERS AT REMOTE SITES

Library patrons can reach TOPCAT at all times by phoning into the system. They are connected directly to the TOPCAT database. They may explore the public catalog and those having a valid ID may make requests for items in the database or ask for copies of articles from journals owned by any member of the consortium. Once their request has been recived and processed, the materials are sent to them at no cost other than that incurred for copying of journal articles. The borrower is responsible for returning books by the due date and paying the return postage.

Since many of the students enrolled in our non-traditional programs access the library resources from remote sites, their ID information is coded in a special way to indicate that these requests need to be given particular attention in order that they are received in time to be useful. The curriculum of these students is arranged in modular format, making speed and reliablity of the delivery process a critical consideration. The combination of the daily courier service, the US mail and UPS has served this need well.

CONCLUSION

Is a library consortium possible in our financially strained times? The obvious answer is "YES. It is possible" Has this cooperative venture been worth the monetary outlay and the energy expenditure of the library personnel? From the standpoint of the SWITCH experience, the answer is a resounding "YES." This cooperative effort has been successful for several reasons. Most importantly, the sharing of resources met the needs of the patrons better than any single institution could do alone. It eliminated the need to seek info-passes and gave students direct access to materials in all of the participating libraries. Another factor that can be used to assess the success of the venture is the greater spirit of cooperation that seemed to develop among top insititutional policy-makers . The involvement of the Presidents and Business Officers was recognized as a necessity from the very beginning of the project, since the sponsorship of the consotrium was dependent upon their release of institutional funding. They have kept themselves informed and active by their participation on the Board of Directors ever since. They have been impressed with the uniqueness of the collaboration and willinglly invest monetary resources to its maintenance and growth.

Some loss of autonomy can be expected in almost all cooperative ventures. As far as the SWITCH consortium is concerned, this has been minimal, and each instituion has mainatained its own identity. Any such losses have been far outweighed by the advantages of participation. The SWITCH experience as an innovative means of creating true resource sharing has provided better and more extensive service for out library patrons. The SWITCH consortium has enabled us to do what every library system is intended to do....it has provided the means to give our patrons information when and where they need it. As such, it has been a success and has been worth all the effort.

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SOUTHEASTERN WISCONSIN
SWITCH
INFORMATION TECHNOLOGY EXCHANGE

ALVERNO COLLEGE • CARDINAL STRITCH COLLEGE • CONCORDIA UNIVERSITY WISCONSIN • WISCONSIN LUTHERAN COLLEGE

TOPCAT PATRON REQUEST STATISTICS BETWEEN SWITCH LIBRARIES:

THE POWER OF CONSORTIAL ELECTRONIC RESOURCE SHARING

MONTH	Monographs	Periodical Articles	TOTAL	% Incr	Prev Year
OCT '92	700		700	n/a	
NOV '92	450		450	n/a	
DEC '92	183		183	n/a	
JAN '93	339		339	n/a	
FEB '93	662		662	n/a	
MAR '93	887		887	n/a	
APR '93	841		841	n/a	
MAY '93	178		178	n/a	
JUN '93	310	70	380	n/a	
JUL '93	350	110	460	n/a	
AUG '93	175	40	215	n/a	
SEP '93	899	220	1119	n/a	
OCT '93	1343	280	1643	135%	
NOV' '93	1558	200	1758	291%	
DEC '93	350	50	400	119%	
JAN '94	445	50	495	46%	
FEB '94	1250	200	1450	119%	
MAR '94	1437	174	1611	82%	
APR '94	1318	227	1545	84%	
MAY '94	311	36	347	95%	
JUN '94	392	140	532	40%	
JUL '94	317	70	387	-16%	
AUG '94	209	55	264	23%	
SEP '94	1079	161	1240	11%	
OCT '94	1816	338	2154	31%	
NOV '94	1721	346	2067	18%	
DEC '94	299	47	346	-13%	
JAN '95	762	84	846	71%	
FEB '95	1570	293	1863	28%	
MAR '95	1805	364	2169	35%	

Table 1

Northern Alberta Library and Information Network (NORALINK) Challenges and Highlights of a Collaborative Initiative

Steven A. Schafer
Athabasca University

INTRODUCTION

Athabasca University, in Athabasca, Alberta, is Canada's Open University, and has an enrolment of nearly 18,000 students across Canada. AU offers six undergraduate degrees, nine university certificates, two graduate degrees, and two graduate diplomas. Student enrolments have climbed steadily since 1970, as have the number of graduates. Every Province and Territory of Canada is represented in the AU student body. The highest proportion of AU students, however, live in Alberta. Edmonton and Calgary, have the largest numbers of AU students and also are home to the University of Alberta, and the University of Calgary. Two other major centres in northern Alberta, particularly Grande Prairie, and Fort McMurray, also are home to colleges, Grande Prairie Regional College, and Keyano College. In each of these cities there is a nucleus of AU students who could benefit by having access to the library resources in their vicinity.

One of the primary functions of Athabasca University Library is to support AU programming and courses; providing library support to AU students. While AU Library sends materials to students postage-paid both ways, it must be pointed out that AU students living in cities in which there are library resources have enhanced options through which information needs could be met. Most university libraries have collections that are much superior to AU's; these collections normally are available to external users on a walk-in basis.

The concept of the Northern Alberta Library and Information Network (NORALINK) emerged in early 1992, initiated by Athabasca University Library. NORALINK was a response of the Library to two situations. First, a response to AU students in Edmonton who wanted access and borrowing privileges from the University of Alberta Libraries. Second, a response to a shared premise that libraries of post-secondary institutions could provide services to one another's students, and treat one another's client's as their own. For example, an AU student living in a city in which there is a NORALINK library could go into that library and expect to receive reference service and borrowing privileges as if the student attended that particular institution.

THE PARTICIPANTS

Participating libraries in the NORALINK initiative include Keyano College Library in Fort McMurray, Alberta; Grande Prairie Regional College Library, and Grande Prairie Public Library, in Grande Prairie, Alberta; Lakeland College Library, in Vermillion, Alberta; Alberta Vocational College Libraries, in Slave Lake, and Lac la Biche, Alberta, the University of Alberta Libraries, in Edmonton, and Athabasca University Library.

THE AGREEMENT

Several points of agreement were reached and it was hoped that benefits would be realized by each participating library.

- Each library agreed to serve one another's students as if the student was their own.
- Each library agreed to provide reference assistance to a student of a participating library.
- Each library agreed to extend borrowing privileges to a student of a participating library, and if necessary, support the policies of the participating library in the event of fines, lost books, recalls, or suspensions.
- Athabasca University provided a computing account to each participating library so that a connection to AU's online catalogue could be made to search the Library catalogue on behalf of an AU student. Through this account, then, requests for materials from Athabasca University Library could be sent electronically to AU's Library Information Desk. It was also arranged for ILL requests to be expedited to AU or to the U of A. Materials or ILL requests for journal articles could be sent on behalf of an AU student in another library's geographic area, or on behalf of a student of the participating library. By default, all materials sent to an AU student were sent to the student's home address; arrangements would be made, however, to have materials delivered by courier to one of the AU Learning Centres, or by Provincial Courier to a site in the student's vicinity.
- Athabasca University hired a part-time document delivery clerk to work in the ILL section of the U of A Library. The purpose of this position was to provide a means by which ILL requests from any NORALINK Library would be expedited as efficiently as possible.

The participation of the University of Alberta in NORALINK was a bit different than that of the other institutions. The U of A's policies did not accommodate reciprocal borrowing privileges to Athabasca students. However, the U of A did provide office space for Athabasca University to provide a place to which AU students in Edmonton could come for liaison and orientation to the University of Alberta Libraries. AU students could obtain reference assistance, receive instruction and assistance search the U of A's online catalogue, have messages for materials from AU Library expedited to Athabasca by electronic mail, and use one of the five institutional, secondary borrower's card to check out books from the U of A collections.

STAFFING

Each NORALINK Library participating in the agreement, other than Athabasca, did so with existing staff. At the NORALINK Office at the U of A, Athabasca University Library hired one professional librarian to staff the office. It was decided to split this into two half-time positions. After consideration was given to the extent of irregular hours and the six days a week that the office would be open, it was decided that one person would not reasonably be able to give all afternoons and Saturdays to this work. Furthermore, two persons could cover for one another, and discuss ideas and strategies.

Following confirmation that office space in the Cameron Library at the U of A would be made available, the hours that the Office would be open were established. Consideration was given to "the typical AU student;" this student was most likely employed, had family and community obligations. It was decided to schedule the Office five hours a day, six days a week; Monday through Saturday, 3:00 through 8:00 p.m.

VA half-time document delivery clerk position at the U of A Office was also funded and hired by Athabasca. The purpose of this position was to expedite interlibrary loans that could be filled from the U of A collection for AU and the NORALINK participants.

PROMOTION

Through the Office of the Registrar at Athabasca University, a list of active students living in the greater Edmonton region was generated. The term "active student" is significant; at any given time there are considerably more students who are registered with Athabasca University than there are students taking a course. It was decided to pull address labels of students who were currently working on at least one AU course. At the time the list was prepared, in September 1993, there were just over 2500 active students in greater Edmonton. A letter announcing the opening of the NORALINK Office as an enhanced service for students living in the Edmonton region was prepared and sent out.

The letter sent to students provided a description of the service and the location of the office, including the times the office was open, and telephone numbers of both the NORALINK Office and the Library Information Desk at Athabasca. The service was promoted as an enhancement or added benefit to AU students living in the Edmonton region. Book marks and posters were prepared and distributed from the Library Information Desk in Athabasca, at the Edmonton Learning Centre, and through the various campus libraries at the U of A. The letter was also included in packages of library materials sent out to students living in the Edmonton region.

THE SERVICE

The service provided by the staff at the NORALINK Office may be summarized as follows, as presented on the letter sent to AU students in the Edmonton region.

- Online access to AU Library collections
- Online access to journal indexes
- Instruction in the use of CD-ROM databases
- Rapid document delivery from AU collections
- Assistance in the use of "The Gate" (U of A's online catalogue)
- Shared use of U of A institutional borrower's cards
- U of A campus library directory assistance

At the NORALINK Office, connectivity was available to both the U of A library systems, and Athabasca University. Expedited messaging of requests was possible between the two sites. The delivery of materials was expedited by using the AU courier that regularly stopped at the U of A.

Statistics of all activity were kept; contacts by students and faculty. In addition, a "usage log" was developed to track and account for material that was borrowed on the institutional cards. There was potential for materials to be checked out on one card by more than one student. In the event of overdues and fines, it would be critical to determine who used the card on a given day. The "log sheet" recorded the date, name and ID number of the student, the borrower card number, and signature of the student. The signature indicated agreement of the student to accept responsibility for the materials and/or pay any fines that accrued because of overdue material.

Through the NORALINK Office, an additional service was provided; AU faculty could have their U of A library materials renewed.

THE HIGHLIGHTS

Highlights of the service kept the initiative going as long as it did. NORALINK was a new idea, and while the intent was to provide an enhanced service to Edmonton area students, the reality is that much work was done to bring in even a few students over the 18 months the office was open. Reports from the students who contacted the office and came in to search the Gate, to ask for assistance with their assignments, to drop in and see what was going on were very positive

Here is a sampling of comments by students who used the service.

What kind of help did you receive?

- They (NORALINK staff at the U of A) helped me to locate books that AU did not have. Also gave suggestions of places I could try that I had not thought of.
- Individual help on computer; lots of good suggestions and ideas as what to look under; map of U of A libraries.
- Help with a literature search.

What did you like best about the service?

- Simply that I could get access to the U of A library.
- Availability of resources outside of AU.
- That the staff were there to assist me; very responsive and helpful.
- Personal; one on one; was not rushed.

What could be done to make the service better?

- Better hours.
- Promote it.

It was a highlight to provide an avenue for AU students to access the U of A Library collection. While individuals normally can come on campus to use the collection on a walk-in basis as an external user, this is often misunderstood by many students. Furthermore, many external or community library users may be unsure of the locations and complexities of a large academic library system. It was rewarding to say to our students "if you live in Edmonton, or can get to the U of A, we have an office through which you can borrow materials from the U of A."

While Athabasca University Library provides excellent service to it students who live across Canada, it was rewarding to spend time on a campus such as the U of A. It was a highlight, on occasion, to work on the U of A campus and provide liaison and service to our own students.

It was through the connectivity provided by Athabasca that the northern colleges had expedited ILL service from the U of A library. One of the components of the NORALINK office was a half-time document delivery clerk hired by AU to receive, fill, and send out ILL materials from the University of Alberta collections. The participating NORALINK sites benefited directly from this initiative.

THE CHALLENGES

It would seem that the challenges outnumbered the highlights. While the core group who initially began working on getting the NORALINK initiative underway were convinced that the possibilities were outstanding, there was much scepticism among faculty and staff. This was primarily due to the cost of keeping the office at the U of A open to serve a relatively few students.

Circulation policies at the U of A prevailed, and it was difficult for students who were accustomed to no fines at Athabasca University Library to accept a fine scheme at the U of A that was double the fine for U of A students. Thus, fines were levied at $2.00 per day, per item. However, only a few fines were actually levied that required payment. Some fines were explained at depth and successfully appealed. However, while an appeal of a fine on a student's behalf is worthwhile and an excellent public relation activity, this kept staff from other duties of a more productive nature.

The question of "hours" the office would be open was a challenge to determine. While it was thought that mid-afternoon to evening hours would fit best with the schedule of most students, it was learned that other students would have preferred morning hours. So it was difficult to accommodate the best schedule of all students.

Two part time staff had minimal time that their work overlapped. Normally one person staffed the office at a time and dealt with a wide range of queries. This was a challenge of its own. Unlike most library information desks that are staffed by a number of persons having a wide range of skills, the NORALINK office was staffed by one person who any time would have to be both the reference specialist and the technical specialist. This was satisfactory most of the time; however, in the event of technical difficulty with equipment, it is the exception that one staff member can meet every demand. Also, in the event that duties took the staff out of the office, there was no backup.

Athabasca University Library, relatively small in size and complexity, benefits by its flexibility and ability to adjust to new demands. The U of A, on the other hand is a complex organization that has an extensive policy structure. It was a challenge to reconcile the two. One of the outstanding characteristics of Athabasca University is its commitment to remove barriers that typically would restrict access or success. At AU Library, there is no question when this approach must be applied. At the U of A, there was less opportunity to manoeuvre beyond, and make exceptions to the existing policy structure.

Absences for vacation and illness, while not a real challenge, nonetheless required coverage. A staff member normally went to Edmonton to work the office; these times did, however, provided opportunity to spend time on the U of A campus and spend some time in the U of A collection or searching the databases that were available at the U of A.

THE FUTURE OF NORALINK

Following the completion of the initial one-year pilot project, the decision was made to extend the project. However, this move was criticized because there was a small number of students actually using the service. Effective June 1, 1995, the office was closed at the U of A. At the time this decision was made to close the student portion of the service, 70 individual students had used the service through the period of the pilot project. A personal letter was sent to each student explaining the closure, suggesting that students can use the U of A collection on a walk-in basis, and individuals can purchase an external borrowers card for a fee. Plans were immediately made to enter into a contract with the U of A to retain the document delivery component of the initiative.

It was determined that the resources saved by not hiring staff to provide service for a few could, perhaps, be better used in ways to enhance library service for a greater number of AU students. For example, by developing more help sheets, developing the AU Library Web home page, providing instruction for students to investigate the use of libraries in their areas, particularly those students who live in cities in which there is a college or university library.

NORALINK is an initiative that, in spirit, continues to live on; it was the first attempt by AU Library to help AU students benefit directly from library resources that are in their local vicinity. NORALINK was an initiative that caused librarians across Northern Alberta to extend beyond their walls and consider the patron seeking assistance for his or her information needs.

While the Office has been closed at the U of A, the spirit of cooperation remains. Connectivity between the sites is still in place, and communication between NORALINK participants is better than before NORALINK was launched. The future looks bright as agreements for cooperative programming between institutions are signed. More than ever, it will be essential that more consideration be given to cooperative initiatives that result in enhanced and expedient service by libraries to all potential patrons.

Academic Transformation and Library and Information Service at the University of South Africa

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INTRODUCTION

Distance education is a key feature of tertiary education in South Africa. Not only does it supply the greatest proportion of the country's graduates but there is evidence that the Government of National Unity attaches high importance to it as a means of supplying cost-effective and high quality tertiary education to the greatest number of people.

Academic information resources and the use of the library in particular are important to tertiary study. The supply of information resources poses a problem for distance education, particularly in a country such as South Africa where library resources are unevenly distributed, and often entirely inadequate for tertiary study. This paper will examine some of the transforming challenges to libraries for distance education.

OFF-CAMPUS AND DISTANCE EDUCATION

Most universities in South Africa have full-time and part-time students who attend lectures on-campus either during the day or after working hours. An additional category of students has come into existence, those who are not in easy reach of a campus, or whose circumstances do not make either part-time or full-time study on campus possible. These students do not normally attend lectures, and must receive their instruction by other means. The term *off-campus* education applies most appropriately to this group of students and the methods by which they are educated.

In South Africa the term distance education has been particularly applied to institutions specifically created to serve students in remote areas. In recent years, however, educational needs have changed and distance education institutions now also serve those who by geographical location, preference, economic necessity, work or domestic circumstances do not attend a conventional university, despite perhaps being resident in a major metropolitan area.

The distinction between the dedicated distance teaching university and the off-campus extensions of conventional universities is breaking down as conventional universities begin increasingly to use the methods of distance education (such as printed study guides), while distance educators provide more student support and personal contact.

In South Africa distance education has traditionally meant tuition via printed materials delivered by post, despite the use of audio-visual media and some rather unsuccessful use of radio. Students have worked for the most part with little or no face-to-face tutorial or peer group support. Communication has taken place by means of letters, telephone calls, assignments, and occasional discussion classes.

Distance education was seen literally as remote learning. The model was adapted from raditional residential university instruction, with a major administrative infrastructure being developed to bring printed lectures to students, and to cope with their written assignments.

TERTIARY DISTANCE EDUCATION IN SOUTH AFRICA

Distance education in South Africa is dominated by the University of South Africa's postal tuition model, and the similar system of the Technikon SA (tertiary education in applied sciences). Other major tertiary teaching institutions dedicated to distance education are the Further Training Campus of Vista University, and Technisa (technical training) (SAIDE 1994).

The University of South Africa (Unisa) is South Africa's largest university. By 1994 the student body had reached 126,158 enrolments. It supplies 40% of the country's graduates annually and is therefore a major player in university education in South Africa. It has the largest academic library with a staff of more than 280 permanent posts and a stock of 1.7m items.

The library supports the tuition system by providing books and other library materials and services from its main and branch libraries and in learning centres, both to walk-in students, and to remote users via the postal service. A book and journal request service, with multiple copy collections of books, are major tools of distance library service (Shillinglaw 1987; Willemse 1991).

RENEWAL AND TRANSFORMATION

The term transformation is used in connection with the change process operating in distance education in South Africa to express radical change and the reconstruction of the system.

Transforming factors include:

- The move away from correspondence teaching towards open learning. Distance education is building on its correspondence base towards mediated learning via tutors at learning centres.
- Development as a national priority, and the use of tertiary education as an instrument of development rather than exclusively as a site for intellectual enquiry
- Technological developments are creating opportunities for improving the effectiveness of information delivery systems for distance education.
- Distance education in South Africa is being Africanised.

Each of these transforming factors and their consequences for library services is explored below.

OPEN LEARNING

Open learning is a process whereby students are assisted by the educational process to come to knowledge by self-directed learning, rather than by ingesting accepted facts and theory. Open learning provides students with flexibility of choice in content and method of study (Fraser 1993) through student-centred instruction, and helps students to overcome barriers to study such as the lack of libraries and study seating.

Open learning requires the intensive and selective use of learning resources in the pursuit of knowledge. Students must therefore acquire the necessary learning skills for self-directed study. As such it is more demanding of students, lecturers and library staff than traditional teaching methods, in which structured study and reading programmes are prescribed for the student.

The open learning environment may prove threatening to students not prepared for it. Referring to Maurice's experience with bridging courses September (1993) draws attention to the severe learning impairment of many disadvantaged students, which makes them "...terrified of being critical, evaluating or even extracting what is relevant from a particular text" (Maurice 1991).

If students are to aspire to knowledge through their own learning efforts, assisted by tutors, their information resources must be made easily accessible, and students must be familiarised with their use in the learning process. This is particularly difficult in the distance education environment, where regular access to libraries may not be possible.

Educationally disadvantaged students need special advice and guidance in locating information resources and integrating them into their learning programmes. Libraries serving distance education must succeed in the difficult task of removing the barrier of distance between the learner and information resources, and promote the use of these resources. Issues of student support, (particularly via libraries in learning centres) and text delivery are further explored later in this paper.

LIBRARY SUPPORT FOR THE OPEN EDUCATION MODEL

Correspondence education lends itself to prescriptive teaching methods which function within the framework of a limited and circumscribed reading list of what is available in the distance education library in multiple copies. The move towards open learning with its emphasis on intellectual exploration and self-discovery will require new approaches to library service.

The first challenge will be to create, especially among educationally disadvantaged students, awareness of the need to make use of information resources in their learning processes. Lecturers too will need to see library staff as information partners in the tutoring process. Lecturers have been shown sometimes to lack a clear conception of the potential role of the library, and, while espousing its academic value, make little effort to encourage its use. On the basis of a study, Mays (1986) can argue that "undergraduate students still do not use libraries very much because they still don't have to."

The library will need to promote its role vigorously. It must provide the assistance, guidance and facilities that will make effective open learning a reality in distance education. Some of these facilities are sketched below.

- ○ Open education requires wider access to the library's catalogue than is presently available from central or branch libraries. As the network of learning centres expands, and as public libraries acquire access to national networks, the library catalogue and data bases should become accessible to all registered students throughout the country. Computerised postal request systems should then permit transmission of requests for books and copies of periodical articles which could be delivered as appropriate by courier service to learning centres and public libraries, or by electronic document delivery.

- ○ Students need not be confined to the distance education institution's own resources. It is a principle of the transformation of South Africa's library and information service systems that access to resources financed directly or indirectly from public funds should, within certain limitations, be available to all. Distance education students are particularly mentioned in the draft proposals of the

ACTAG-LIS group of the Minister of Arts, Culture, Science and Technology, which is investigating the future of library and information services in South Africa (South Africa 1995).

- ○ Distance and off-campus education institutions should note the progress of the electronic library in relation to the development of learning centres, and ultimately to home delivery of electronic documents and text. One project of considerable interest is the Elinor project of Britain's De Montfort University for the delivery of reserved collection materials at a remote campus (Arnold, Collier and Ramsden 1993; Wu, Ramsden and Zhao 1995).

  Remote students, either in learning centres or at home (if they are suitably equipped) should be able to access main library services, including the university's CD-ROM network. Legal and technical problems in this regard are mentioned by Smith & West (1993) and will have to be overcome. The benefit to the remote user at the University of Alaska parallels that expected for the student of distance education in South Africa:

  > It means distance taught students can move through the same academic schedules as local students and learn to use the same information seeking skills. The previous model for distance taught students has been a passive one. All the information they might need was delivered to them, or someone else did all their library research for them, or research was simply not a component of the distance taught course.

- ○ Access to world information resources is now available via the Internet. Arguments that electronic information access will further benefit the already information-rich, and widen the gap between them and students who live without electricity, have some validity. For this reason it is essential that distance education institutions make the levelling power of information technology available to its students via its branch facilities, public libraries and learning centres. The library has the expertise and skills to make the information resources relevant and useful to students irrespective of their domestic circumstances.

The Unisa Library is investigating an electronic classroom concept to foster literacy and experience in the access to and use of world information resources.

STUDENT SUPPORT SERVICES

TAKING THE DISTANCE OUT OF DISTANCE EDUCATION

Isolation has long been a problem of the distance student. Arising from research into student needs in the Eastern Cape region of South Africa, van der Merwe (1994) calls for the institution of student support systems.

> Students in the Eastern Cape region expressed acute feelings of isolation. They spend most of their time studying alone. They get discouraged over study problems and are reluctant to call their lecturers because many have experienced the "Hold on, I'll put you through to..." frustration, or the continuous ringing of an unanswered call.

Moulder (1994) argues on the basis of research findings that a significant factor behind the unwillingness of black students to register for mathematical courses is "the highly individualistic and solitary way in which it is learned." The communal nature of tasks as performed in so much of African society is reflected in the preference of students for working together in study groups.

Totemeyer (1994) reminds us of the importance of the oral mode of African cultures and the communal nature of learning in African society. Students often do not take notes, but reconstruct important lectures by collective memory and discussion. Information communicated purely in print, without verbal support or eye contact, is said to be significantly less effective than text for many students.

One of the primary recommendations of the SAIDE Report (1994) was that distance education in South Africa would need to "...invest very many more resources in supporting and servicing their students. All distance providers will need to have, or have access to, learning centres, which will be the focal points for student support. A nationwide coverage of learning centres will be needed."

In an interview with the Unisa News (1995) the head of the Department of Student-Community Liaison of the University of South Africa states:

> The University wishes to move away from the "pure" correspondence mode, to a distance education mode which will integrate various forms of learning support functions....There is greater pressure from students for a place to study, a library service and tutorial support. The learning centres should be seen as places where the learning environment should begin to "take the distance away from distance education".

In the same issue the matter of learning centres is further addressed:

> ...the University envisages to eventually establish a core network of learning centres to serve each of the provinces...When once fully operational, these facilities will provide students with local access to a learning environment comprising learning space, basic library facilities, tutorials and other academic support programmes, counselling, facilitation of peer-group learning, and some administrative services (Unisa News 1995).

Maimela (Progressio 1994) characterises Unisa as "a unique *distance education* university but one which aims at taking the distance out of distance education...Unisa is now committed to taking itself to its students, thereby reversing past trends which tended to emphasise the remoteness of Unisa students."

LIBRARY SUPPORT FOR TUTORING SYSTEMS

Student-centred instruction includes helping students to overcome barriers to study. Academic staff (and librarians) can be characterised as "...facilitators of other people's learning." (SAIDE 1994). Librarians can play a direct role in the learning process by adapting their information and bibliographic skills to assist students to use information resources in their assignments and other learning processes. One such approach would be to set up assignment help centres in libraries and learning centres where library staff can support learning facilitators and tutors in guiding students in the preparation of assignments. Librarians could instruct students in the use of library resources in collaboration with course tutors and study and learning facilitators.

The librarian's responsibility will not be with formulation of the content or subject matter of assignments (a responsibility of the subject tutor). It lies with assisting in the location, use and integration of reference sources, books, atlases, the use of catalogues and indexes and electronic information systems, to enable students to use library resources for study and assignment purposes. Learning facilitators and librarians could form a study support team helping disadvantaged students to become more effective scholars, and to increase their chances of passing their examinations.

This "library tutoring" approach can make a direct contribution to the success of students and their development as scholars and future researchers, or merely help compensate for past educational deprivation.

To cope with the large demand for such services, model students who are skilled in the use of information sources and obtain above average marks in assignments could be used as peer instructors. By using successful peers in the role of information counsellors the library could make students aware of the value of information resources, and provide considerable assistance with their integration into learning processes, at a reasonable cost, and with the added advantage of involving students in the work of the library.

Students can assist their peers both to discover appropriate applications of library resources and to convey essential library skills. Peer assistants could use the recommended texts, supplementary readings and reference works as vehicles for assisting others to enrich their learning and assignments, while they provide informal library skills instruction. MacAdam and Nichols (1989) report that use of peer information counselling was regarded as enhancing the approachability of the information service.

Academic librarians will have to go to extraordinary lengths to support and encourage their clients in countries where students arrive at university poorly prepared for the demands of independent study and learning. Such students have often not been exposed to libraries at school or in their communities.

Written instruction on library use will be required in the case of students who do not have access to a learning centre. This could take the form of courses or work books in library use instruction, with practical experience in whatever library they have access to.

THE CONTRIBUTION OF THE DISTANCE EDUCATION LIBRARY TO NATIONAL DEVELOPMENT

South Africa is a country with massive development needs. The Government of National Unity has focused attention on raising the living standards of the mass of the population who live in poverty. It is attempting to mobilise local and international resources within the context of a national Reconstruction and Development Programme (RDP). All public institutions are required to demonstrate their commitment and contribution to the RDP.

Totemeyer (1987) points out that universities are expected to identify themselves with the people who support them, and to contribute to the solution of the problems of the country they serve.

> It is therefore expected that they are development-oriented and produce students for the important tasks in the development of society...Criticism has been levelled against universities as institutions reserved for 'pure scholarship' and 'high intellectual culture' instead of being concerned about the practical needs of an underdeveloped society.

Distance teaching institutions are prime contributors to the educational upliftment of the country by virtue of their high proportion of disadvantaged students. However Moulder (1988) has pointed out that the underlying viewpoint of South Africa's universities has been that South Africa is a First World country with pockets of Third World poverty. Universities operate as centres of intellectual enquiry building an intellectual elite rather than serving as centres for national development.

Moulder's challenge to the conventional perception of universities has been adapted to libraries by Lor (1993) who states:

> A new paradigm for our libraries will assume that South Africa is essentially a Third World country with some complicated pockets of First World privilege.

The focus of library attention will have to shift from pure research and from passive support of the teaching programme to applied research and to active involvement in student support programmes. The central challenge to the library in distance education in South Africa is to support the university's efforts to produce the best quality learning experience for its under-graduates despite the poor schooling they have received, and their inadequate preparation for open learning.

The "First World" perspective encouraged academic libraries to operate on the Anglo-American model of service to their primary client group, with limited co-operation on post-graduate and research level. The developmental viewpoint requires libraries to act together in the national interest for the purposes of development.

LIBRARY COLLABORATION IN SERVICE PROVISION

Academic library services in South Africa, especially where they serve off-campus students, need to investigate the benefits of collaborative action. Reddy (1991) discusses the possibility of regional consortia of universities in which national distance education institutions could be included. The University of South Africa is already involved in some collaborative projects with universities on a regional basis as well as with universities geographically distant from it.

Academic libraries in South Africa have long co-operated in a national inter-library loan system, and many residential university libraries allow distance students to use their facilities. Nevertheless much higher levels of integration into a national library resources framework appear to be indicated by the need to support national development with limited national resources. This approach has been advocated in a discussion paper of the Ministry of Arts, Culture, Science and Technology's library task group (South Africa 1995).

Regional or national collaboration in the area of information systems, resource sharing, expertise sharing, and collaborative provision of service to off-campus students could improve the viability of the learning centre programme described below. Creative solutions will have to be found with regard to the pressure on library facilities posed by the rapid growth in education off-campus. For example, academic libraries which are under-utilised after hours and during vacation periods could be made available to registered distance students.

REGIONAL LEARNING CENTRES

A country-wide network of learning support centres equipped with some level of library facilities is required. Maree (1993) reports on the Universidad Nacional de Enseanza a Distancia of Spain, and the Universidad Nacional Abierta of Venezuela, both of which successfully operate through a network of Support Centres equipped with library facilities. Tutors attached to learning centres monitor the progress of their students, and support the students' learning process with seminars, assignments and tutorials.

Apart from fulfilling the role of registration points, distributing study material and selling the publications of the University, learning centres in South Africa could provide a basic library of books, journals and audio-visual materials, networked electronic information resources and the services of qualified staff. They could be connected with the main campus library by electronic book requests via the OPAC, supported by postal delivery or even a courier service. The University of South Africa has provided learning centres for its own students in Pretoria and Johannesburg, and plans further development in addition to its branch library system.

An extensive country-wide system of learning centres for distance education may be beyond the resources of South African institutions acting independently. However, by joint action (especially if supported by local authorities) it may be within the capability of the off-campus and distance education community. National and regional off-campus educators need to collaborate to supply library services at regional learning centres. They can jointly provide study space, basic texts and reference materials, access to electronic data bases and other electronic communications facilities and personnel.

ALLIANCES WITH LOCAL AUTHORITIES

The concept of local responsibility for meeting the needs of distance education students needs to be more widely accepted. National development via distance higher education should be seen as a task involving the community in which the student is located as well as the national educator. Collaboration between off-campus educators and local and regional authorities as part of a national programme could provide at least staff and seating at regional population concentrations. The Technikon SA already operates alliances on a limited basis.

Public library services in South Africa are generally inadequate for the purposes of tertiary level study and are inequitably distributed among the population. Public libraries are in any case not designed to cope with the learning needs of tertiary students. Brophy (1982) remarks on the inadequacy of public libraries to serve distance education students in even so advanced a society as the UK. Nevertheless regional and local public library networks can provide reference stock, background reading and basic collections of prescribed texts for distance students. They can also function as centres for the collection and distribution of library materials, and provide electronic connection with the distance educator's main campus library.

The draft proposals of the Arts and Cultural Task Force ("ACTAG-LIS") group of the Ministry of Arts, Culture, Science and Technology state:

> In each community the public library will serve as a community learning centre, focusing particularly on the promotion of literacy and information awareness and on support of adult basic education and distance learning (South Africa 1995).

DISTANCE EDUCATION LIBRARY SUPPORT FOR RESEARCH

The University of South Africa has the country's largest academic library and general research collection in the field of the arts, humanities and social sciences. It is by far the country's largest user of and contributor to the national inter-library loan system, with large numbers of master's and doctoral students served by highly qualified subject librarians. Nevertheless its resources, and the research resources of the country, are extremely slender in comparison with the demands placed on them.

It is very worrying that library budgets and purchasing power in South Africa are falling precisely at the time when open learning practices need library support for its aims. Academic libraries will have to devote more of their resources to study and learning programmes in support of national development, even at the expense of pure research as suggested by Moulder (1994) and Lor (1993).

Developing countries need industrial and commercial expertise which is provided cost-effectively by undergraduate and honours level study and by applied research. Third World countries seldom have the resources or skills to undertake the levels of pure research common in the First World, and it seems unreasonable that they should attempt it.

Higgs (1991), however, takes issue with the notion that

> ...the principle task of universities is regarded as servicing the needs of the State and the economy. That is to say the idea of the university should be determined by the requirements implicit in the provision of high level manpower, and the objectives of its teaching and research programmes should be directed at the vocational needs of contemporary modern society and the creation of wealth.

It can be argued that in a country such as South Africa, which must compete in a high-technology world, undue emphasis on applied research at the expense of advanced research could be detrimental to economic development prospects. While these cautions are worth noting it remains true that the investment in research must, for some part at least, show a benefit to the society (especially a poor society) which cannot afford the luxury of research not focused on its problems.

The purpose of open learning and its library support is to improve the learning experience of students, and ultimately produce better graduates with a deeper knowledge base. The national development benefits of this will have to be weighed against resources spent on research useful only as personal development or marginally useful to the development of the country.

INFORMATION TECHNOLOGY

Developments in information technology have begun to influence service for post-graduate research conducted through distance education. Bibliographic tools and services have long been available on-line and within local area networks. While South Africa's communications infrastructure does not yet permit it there is no reason why the research student, at home or in a learning centre, should not enjoy similar bibliographic services to those provided to on-campus students. With due regard to data base suppliers' property rights and sale agreements, distance and location need not be a hinderance to bibliographic enquiry, or even full text document delivery, in the electronic information age.

The delivery of full text products directly from information vendor to end user as the result of unassisted end user bibliographic searching from remote work stations is possible, and opens up new opportunities for research students studying via distance education. Not all researchers have the information technology skills, equipment and desire towards independant acquisition of their information. Nevertheless the remote student may be prepared to make special efforts to tap into what may be a highly rewarding service, in the development of which librarians can and must play a major role.

That researchers and academic staff may eventually no longer need the library as intermediary suggests that distance education librarians need to reconsider their role. As Braid (1994) warns

> There is a problem with intermediaries. Technology will allow the ordering and delivery of documents directly by end users. This will bypass the librarian. In existing systems librarians perform a vital role in regulation and helping the end user. Librarians will have a vital role to play in the implementation of the technology... It will be necessary to retrain librarians in the skills that the new technology will require.

Librarians will be needed to assist research students to master the information technology and to use its potential. They will need to train, advise and encourage users, and to help design and implement service systems. An appropriate concept may be that of the academic information resource manager for the university, rather than as information service provider.

This role would include the identification of appropriate information and communications technology for the delivery of bibliographic services and full text delivery at a distance and acquiring resources from the university for these functions. The librarian is involved in the allocation process, much as the conventional librarian has been with printed materials. Academic information management would require librarians to participate in the design of information service delivery systems. This may need to take place in close collaboration with commercial vendors, particularly where the delivery of service to distance clients takes place directly from vendor to client.

AFRICANISATION OF DISTANCE EDUCATION LIBRARY SERVICE

South African universities have striven to emulate the standards and curricula of foreign models, particularly those of the United Kingdom. Many of the academic staff, particularly in the formative years of South Africa's universities, were drawn from Britain, and the curricula reflected their preferences and experience. As a result South Africa developed "...carbon copies of foreign institutions and systems..." (Totemeyer 1987). Without denigrating their valuable contribution to the establishment of higher education in South Africa, a pattern was set for the study of Western culture and Western societies, rather than African culture and African societies.

The relevance and suitability of such education to the needs of South Africa are now being questioned. Educational standards flow not from the teaching of a universal curriculum, with standard course content and methods, but from the validity of the knowledge and its relevance to the needs of the students and the society they represent.

Maimela (1994) refers to the "mono-cultural educational system...one in which the culture of a white minority serves as normative for all South Africans." and calls for the Africanisation of the curriculum. Totemeyer (1987) points out that Western science and culture is by its nature alien to the life experience and context of the peoples of Africa.

Moulder (1988) points out that "'Africanising' our universities is about changing the composition of the students, the academics and the administrators", and that it is about changing the syllabus and learning resources. The textbooks South African students use to study their subjects have their origin in cultures far away from Africa, and the issues and problems of South Africa. Africanising is also about changing the curriculum, the way in which teaching and learning are organised.

He states

> Someone who pleads for Africanising our research programmes is not pleading for lowered standards, but simply asking that academics give attention to problems that have their roots in Africa, rather than in the Northern Hemisphere.

Fear of the lowering of academic standards is fuelled by the "Pass one, pass all!" calls of the radical student movement (Eckert 1994).

Africanisation in the library context refers to increasing the content of indigenous publication in the stock of the library, increasing the African staff in both public service and administrative roles, and focusing the goals of the library on the needs of local development and appropriate research.

Makgoba (deputy Vice-Chancellor at the University of the Witwatersrand) points out (Sunday Times Jan 5, 1995) that the prevailing Anglo-Saxon culture of South Africa's universities alienates black students, who are now coming into the majority on many campuses. "Their culture is being excluded or denied."

Librarians, like the teaching and administrative staff, must identify with the norms, aspirations and culture of their students if they are to srve them effectively.

The replacement of Eurocentric colonial culture poses the problem of alternative literature sources.

> While it was easy to discard an old curriculum and textbooks, as Mozambique did within six months after independence, the creation of materials in many subject areas often took years (La Belle and Ward 1990).

Difficulties in launching the International Federation of Library Associations's (IFLA) pilot project on indiginous publishing in Africa are recounted by Galler (1994). Problems with indiginous publication in Africa relate to the shortage of money and expertise to reflect local research in text books. There are often many local languages, and a small local market. South Africa, despite developmental backlogs, has a thriving local publication industry and large academic research base on which to build a body of published knowledge of local conditions.

The proportion of Black students in distance education is rapidly rising, and their needs and preferences will have to be reflected in the services and culture of the institutions that serve them. Libraries will need to provide staff who empathise with the service and cultural needs of the students, the materials relevant to the Africanisation process and the greater involvement in the learning process that the disadvantaged learner will need.

CONCLUSION

In this paper I have argued for the greater involvement of the librarian in the learning process of distance students. The model from which distance education librarianship comes is that of correspondence tuition. This model is being challenged by open learning, which in South Africa, must however face the problems of educationally disadvantaged students despite decreasing resources. The development of learning centres, and an emerging concept of national and regional co-operation, together with intensive reassessment of national educational policies and resources, signals renewal and new direction. This renewal process will also place distance education more clearly in its African context, as the course content and curriculum, the subjects of research, and the staffing of the institutions come to reflect more closely the cultures of the country.

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Library Needs of Rural Distance Education Students

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ABSTRACT

A review of the literature indicates that distance education will increase during the next few years as a result of the increased need for adults to continue their education, the greater openness of universities to non-traditional students, and the increased availability of sophisticated technology. Satisfying the special needs of distance education students will be (at least in part) a challenging responsibility of academic librarians. To assist librarians in this responsibility, a survey of distance education students was conducted at East Carolina University to determine their library needs. This article reviews the prior research on distance education students, explains the method of the present study, summarizes the results of the survey, and discusses the implications for library services.

Distance education programs have been on the increase in this country for well over a decade, and according to the literature this increase is expected to continue for several years to come (Aguilar 1991; Kascus 1988). There are several influential factors related to the proliferation of distance education programs. Changing enrollment patterns of students; more and more adults are returning to school for job advancement and hope for a better future; there are political and financial pressures being applied to institutions of higher education; and the vast improvement, development, and availability of sophisticated technology are all reasons for the growth of distance education programs in higher education.

Demographic figures show a decline in the level of enrollment for traditional students and an increase in the enrollment of adult, non-traditional students (Digest of Education Statistics 1993). Between the years 1980 and 1990 there was an increase of 3% in the enrollment of students under age 25 in higher education, while at the same time the level of enrollment for students over the age of 25 increased by 34%. Between the years 1990 and 1998, it is projected that the enrollment of students under 25 will increase about 6%, while the number of students over 25 will increase by about 14%.

The age of the students is not the only change seen in enrollment patterns. Statistics also show a difference in enrollment patterns between males and females. Between the years 1980 and 1992, the increase in enrollment for women was more than double that of men. The number of women enrolling in higher education increased by 27% as compared to 13% for men. As might be expected, the number of women enrolling in higher education has not always been more than the number of men. Traditionally, men have been the ones to obtain a formal education, but this is no longer true. According to Digest of Education Statistics (1994), men had always out-numbered women in enrolling in higher education, but starting in 1979, there have been more women enrolling in higher education than men, and this trend has continued since then. In 1979 there were 5,887,022 women in higher education as compared to 5,682,877 men. Not only has this enrollment trend remained the same, but the gap between the two sexes continues to increase. In 1992, there were 7,965,137 women and

6,526,089 men enrolled in higher education.

As seen in the above statistics, more and more adults are returning to the classroom. There may be many reasons why adults are returning to school, but the main reason is that most of them want to be able to get a better job and improve the quality of their lives. Data from Statistical Abstracts (1993), indicates that 60% of those participating in adult education did so for advancement on the job.

However, there are other reasons why adults are continuing their education. Many professional workers, such as doctors, nurses, airline pilots, and teachers are required to maintain a license to continue working in their respective fields. Many are required to take continuing education classes to keep abreast of new innovations and technologies and to maintain their licenses to work. Other people continue their education to get new jobs in different fields, or to climb the "corporate ladder" in the same field in which they are currently working. Some people continue their education to improve their socio-economic status, and some even go to school because they like it. They gain some intrinsic value from learning, whether it is the satisfaction of learning new knowledge, or just for the fun of taking classes. Whatever a person's reasons for returning to school, adult students are making a remarkable impact on the academic scene. In essence, they are changing the shape of today's educational system.

Changing demographic and enrollment patterns of students in higher education are only part of the reason for the increase in distance education programs in this country. Many institutions create off-campus programs to enhance or to stabilize student enrollments and to increase revenue (Simmons 1991; Kascus and Aguilar 1988). With the loss of revenue due to the decline in the enrollment of traditional college students, colleges and universities must either increase their revenue by other means, or cut back on staff, faculty and materials. The latter choice is generally unacceptable to most institutions. By tapping into the pool of adult students returning to school, educational institutions can increase or at least stabilize their share of revenue.

In addition to finding new revenue and compensating for changing demographics and declining enrollments, Aguilar and Kascus (1991) listed additional reasons for the increase in distance education programs, such as political pressures from accrediting agencies and state governments, helping the needs of people that are geographically isolated, and helping the local community.

There are political pressures on schools to create and maintain distance education programs. The pressure to create this type of program is in part because of money. Many of our country's universities are state supported, and our politicians and citizens want to make the most out of the tax dollars that are going to the support of these schools. But there are other political pressures besides money. There is the pressure to provide educational opportunities to people that are geographically isolated from the main university setting. There is also pressure to make sure that the quality of the educational experience for these students is equal to that of on-campus students. This means that distance education students should receive the same course assignments as their counter-parts, the quality of instruction should be the same, and they should also have the same access to library information and materials as do on-campus students. This last part is critical to distance education programs, because accrediting bodies, such as SACS (Southern Association of Colleges and Schools), are saying it is necessary that distance education students have equal access to information and materials. This political pressure has put a major responsibility and challenge on the shoulders of many academic librarians.

The advancement and availability of computer technology may be one of the biggest factors in the rise of distance education programs in this country (Aguilar and Kascus 1991). With the use of personal computers becoming more common-place in institutional settings, and with the rapid growth of information that is available through the Internet and CD-ROM technology, it is easy to see how technology is changing the shape of distance education, as well as education in general.

Most academic libraries in this country have automated library catalogs, and those that don't, probably will in the near future. Currently, many of these catalogs are accessible through the Internet. Also, accessing bibliographic databases remotely should be common-place in the near future. With the availability of interlibrary loans, FAX machines, the Internet, remote access to catalogs and other databases, it is easy to see how technology is helping in the growth of distance education programs. Kopp (1991) states that the key ways in which technology can help off-campus library programs is access to information, delivery of information, and communication.

Demographic changes and enrollment patterns have shown that more adults are returning to the classroom, while at the same time, the level of traditional students is on the decline. These changes are causing some institutions to establish off-campus programs to off-set the decline in enrollment levels. In establishing off-campus programs, institutions need to understand who and what their new clientele are. In looking at the characteristics of the adult student, the literature shows that they are usually older than traditional students (over 25 years of age), they generally work full-time jobs, they are part-time students, they have families to care for, many of them can take classes only at night or on weekends, and the factor that may be most important of all is that many of them do not live near a main campus (Shklanka 1990; Encyclopedia of Educational Research 1992).

Geographic isolation may be the biggest factor in whether or not an adult goes back to school. Many adults that continue their education are not geographically isolated. They may live close enough to the main campus to make "distance" irrelevant to their continuing education. They still may have the other problems to contend with, such as a full-time job, a family and so forth, but living a long way from the main campus is not an issue.

Rural distance education students are the ones that have to face the problem of geographic isolation, as well as the other problems adults must face when returning to school. There are also different degrees of geographic isolation. Some people may live two or three hours away from the main campus, but live within a short drive of a town where distance education courses are taught. But other people may not only live two to three hours from the main campus, but they may also live a couple of hours from where the distance education courses are taught, or from any town at all. These people are truly rural distance education students. The further away they live from the course site, the more difficult it is for them to attend the class. Plus, trying to access library resources can be even more difficult for them if there isn't an adequate library near where the course is being offered. Despite these and other problems, distance education students are trying to further their education, and the academic librarians working with these students have a responsibility to make certain that these students can access the library materials they need.

Technology is, at the moment, the best solution in helping with this problem. However, having the ability to access libraries electronically is only part of the answer in providing library services to distance education students. The other part is knowing how. It is, in part, the responsibility of academic librarians to make sure that distance education students know how to search for information, what kind of information is available, and how they can actually obtain the materials needed. Appavoo (1985) identified the following three areas as being the most important in developing student's awareness of information services:

1) teaching basic library skills (or bibliographic instruction as it is currently called).
2) making the student aware of the wider variety of reference and information sources available and the means of tapping these resources.
3) delivering the identified information in as speedy and problem-free a manner as possible (sometimes called document delivery).

One of the problems distance education students have is not knowing what library services are available (Shklanka 1990). There is a need for effective marketing and advertising of library services. What good is it to offer library services if the students are not aware of them? Academic librarians have a responsibility to the distance education students to travel to the location where classes are being offered and teach the students what is technologically available, how to use the technology, and to inform them about the procedures used to request information through inter-library loans, or whatever document delivery means the institution offers.

The delivery of off-campus library services is difficult, labor-intensive, and costly, but it must be done. The quality of off-campus education has been under scrutiny for a long time by accrediting associations and others in the field of education, and many accrediting associations expect institutions to find ways of providing off-campus library services regardless of how difficult the task may be (Kascus 1988). And from the perspective of these accrediting agencies, "there can be no real differences in the quality of library support on or off campus" (Simmons 1991).

SURVEY

A survey was conducted at East Carolina University to determine the library needs of the distance education students. The survey was disseminated to the students through the Department of Continuing Education. A total of 225 survey results were obtained.

The survey had four parts to it. The first part was demographic in nature. The second part was concerned with what library the students used for their course work. The third part was about ECU's Joyner library. The last part of the survey had only one question. It asked the students to express their opinion regarding services they would like to see Joyner library provide to make getting information and materials easier. As with many surveys that are administered, not all of the questions were answered. However, most questions were answered, and the author believes there is enough information available to make some evaluations and opinions.

SURVEY RESULTS

As might be expected, most of the respondents were over the age of 25 (82%), and the majority of these students were also graduate students (83%). This data is consistent with the literature in that most of the students are older than the traditional college student. Also, most of them already had their undergraduate degrees. Within the entire group of students surveyed, there were 12 different majors, and the students were taking classes in 11 different locations throughout eastern North Carolina. The 12 majors listed were as follows:

1) Library Science
2) Counselor Education
3) Adult Education
4) Art
5) Art Therapy
6) Special Education
7) Business Education
8) Early Childhood Education
9) Intermediate Education
10) Music Education
11) Elementary Education
12) Administration and Supervision.

The 11 locations where the classes were held are as follows:

Location	Distance from ECU (approximate mileage)
1) Elizabeth City	96
2) Windsor	45
3) Goldsboro	45
4) Enfield	50
5) Henderson	94
6) Rocky Mount	39
7) Littleton	95
8) Fayettville	111
9) Edenton	60
10) Roanoke Rapids	84
11) Jacksonville.	72

Some of the classes listed in the survey were as follows:

- Tests and Measurements in Special Education
- Introduction to Research
- Research Methods
- Reading
- Advanced Middle School Curriculum
- School Law
- Principles of Supervision
- Sign Language
- School Finance
- Social Studies
- Special Education
- Philosophy of Education
- Educational Psychology

In the survey the students were asked what library they used to help them in their course work; if the times available and the locations were convenient (in terms of time and distance); if these libraries had indexes available to them; any changes they would like to see made that would better serve their needs; on a scale of 1-10 (low-high), how would they rate their library's services; and do they ever get materials through inter-library loan.

In general, the distance education students reported using mostly local libraries and they are generally satisfied with the services and resources of those libraries. More than half (57%) use local libraries only; 26% use the ECU library only, and 17% use both ECU and local libraries. In noting the type of local library used, respondents reported a wide variety that they use: community colleges, public libraries, high schools, and private business or special libraries. Most of those using local libraries (65%) indicated that those libraries were convenient to use; slightly more than one-third (38%) of those using the ECU library termed it convenient. Most of the students (91%) that use both local libraries and Joyner library indicate that it was convenient for them to use more than one library. Only 9% claimed that it was inconvenient.

Most students reported general satisfaction with the libraries they used. On a scale of 1-10 (with 10 as the highest rating), students (78%) overall gave the library they use a 6 or better (average rating of 8.26). For those that use local libraries only, the average rating was 6.99, as compared to 8.23 for those that use the ECU library only. The students using both local libraries and Joyner library gave an average rating of 6.77 with 77% of them giving a rating of 6 or better for the libraries they use. However, some students did report specific ways that those libraries could be improved: 52% would like to see more journals; 50% want additional hours; 15% would like to see additional indexes.

Another comment made by students was that they had never heard of or knew how to use various library services. Two examples of this are: 1) only 12% of the students had ever heard of or used the 800# telephone number that is located at the reference desk, and 2) only 28% had ever heard of or used inter-library loans. This information is consistent with the literature in that many students are unaware of various library services, which again shows that better marketing and advertising of library services is needed. The students were also asked if they had ever used ECU's online library catalog. Most of the respondents (79%) stated that they had never used ECU's online library catalog, as compared to 21% that had used it.

The last part of the survey asked the students to list any services that Joyner library could provide to make getting information and materials easier for students enrolled in off-campus courses. Only 27% of the respondents answered this question. Out of the 60 answers, many of the responses were repeated by others. Some of the responses were as follows:

- need access to online searching capabilities of the library catalog and networked CD-ROM's.
- need longer library hours, especially on holidays and weekends.
- need longer check-out time for books.
- need more librarians available for B.I.
- need to set up a branch library.
- need to develop cooperative agreements with other libraries.
- need better marketing of library services.

DISCUSSION

Some of the information obtained from the survey is consistent with the literature, such as most of the students were older than 25 years of age, and most have had some college experience. Many distance education students have families and full-time jobs that consume much of their time. Because of the time constraints, family obligations and work, many adult students can only take classes on a part-time basis, which may mean taking classes during the evening or on weekends.

The information obtained from this survey gives a cursory glance at the distance education students, where they are going to fill their library needs, if their library needs are being met, and what they think should be done to help them in obtaining library information and materials.

The survey indicates that over half of the distance education students at ECU are having their library needs met through a local library, and the rest of the students are using Joyner library, or a combination of both. The students also indicated that their library needs are being met with a fair level of satisfaction and convenience. The types of changes listed by the students are probably not a lot different than what students of other libraries might like to see changed, such as adding more journals and expanding library hours.

Another item that is consistent with the literature is that better marketing and advertising of library services is needed. Many of the ECU distance education students had never used or heard of inter-library loans, or the 800# telephone number located at the reference desk.

At the present time Joyner library does not have a formal policy for providing library services to off-campus students. The survey results show that eventhough most of the students are finding the information and materials they need for their course work, there is room for improvement. Not all students are satisfied with their library experiences. There is a need for a formalized policy of library services to be developed and implemented. In order for this to take place, further study is needed.

To be able to develop, implement, and formalize library services for ECU's distance education students several things need to be done. First of all, there needs to be a follow-up survey of the students. Questions need to be asked, such as, who are these students? Where do they live? Where do they take classes? What classes are they taking? How far away do they live from the course site? How far do they live from the main campus? What kind of libraries, if any, are in the area? What kind of technology is available?

A survey of the faculty should also be conducted to find out if they give the same assignments to their off-campus students as they do their on-campus students. This may seem like a useless question, but some faculty may not give the same assignments because they are aware of the students not having the same library access as on-campus students. Faculty should also be asked if they are aware of the student's library needs, and if they are aware of what kind of local library resources are available.

It is necessary for the librarian working with off-campus education to visit all of the class sites, especially in a situation such as ECU's where there is no formal policy for providing library services to off-campus students. There are several things that need to be known before library services can be formalized. The librarian needs to know where the courses are being offered and what type of facility that the courses are taught in. At each site it should be determined if there are computers available and what can be accessed with these computers. Do the computers have the ability to access the Internet, or the main campus's online library catalog? Are there FAX machines available? How about telephones?

It should also be determined how far away the nearest library is from the course site, and what type of library it is. How far from the main campus is this library? Are there indexes available at these libraries? If so, what kind of indexes? Does the library have a journal collection? What kind of journals? Are the journals able to help support the library needs of the students? What about the book collection? Is it going to be useful to the students? Does the library have an inter-library loan service? Are the students allowed to use the services of the library? Can a cooperative agreement be established between this local library and the main campus library? If so, what kind of agreement can be reached? At the moment, and based on what little information is available, it appears that developing any cooperative agreement with one of the local libraries should not be listed as a high priority, since most of the students are having their library needs met with a certain level of satisfaction. However, this could very well be an error in judgement. Either way, this is something that will be considered after further study.

These and many other questions need to be addressed before any library services or formal policy can be established. There is a good chance that even with a formal policy there will be differences in services between the sites because there may be differences in the available technology, and differences in the local libraries. At the moment, it is difficult to speculate on what types of services could, or should be offered to our off-campus students.

After these and other questions have been answered, then the librarian needs to visit the classes and provide the students with information as to what is technologically available, how to use the technology, how to conduct searches (bibliographic instruction), and how they can acquire the information and materials needed (document delivery). The survey has shown that better marketing and advertising of library services is needed. Along with personal visits from the librarian, handouts should be made and distributed so that the students will always know what is available and the details that go with it. Also, with the technology of today, it is possible to create a Web Page on the Internet that can provide the students with all of the information they need to know about library services. After all of the questions have been answered, and all of the services have been established, it will be necessary to continue to monitor the whole program, because there will always be changes in technology, changes in the class sites, changes in the types of classes offered, and there will always be different students taking the classes.

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Management Issues for Off-Campus Library Delivery Services, Particularly in a Multicampus Environment

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INTRODUCTION

As a result of government policies in Australia the number of tertiary institutions has been approximately halved over the last five years. The binary system of colleges of advanced education and universities has also been abolished. Many institutions which had previously operated as single campus entities now find themselves part of large multicampus universities, some with campuses many hundreds of kilometres apart.

These changes also marked the end of the previous system of Distance Education Centres, initiated by the Australian government in the late nineteen eighties. In this scheme, designed to rationalize the provision of off campus tertiary education, eight institutions had been designated as Distance Education Centres. They were primarily responsible for the provision of distance education courses in Australia. Crocker (1991) described the provision of off campus library services in Australia at that time.

Now, most Australian university libraries which are providing off campus delivery services, are doing so in a multicampus environment, at least in so far as there are libraries on each campus. In many cases off campus courses are being taught from more than one campus as well. The new environment presents library administrators both with problems to overcome and opportunities to improve and expand services.

A number of papers have been published on the administration of library services to off campus students in multicampus institutions, but they generally focus on the provision of on site collections for consultation and borrowing in person rather than delivery of materials direct to students' homes.

This paper draws upon the experience of Deakin University Library, which operates Australia's largest off campus library delivery service, and discusses some of the issues considered by Deakin University in developing its current operational model. The paper addresses the following management issues, paying particular attention to the multicampus aspect:

○ centralized or decentralized mode of operation

○ integration with other library services

○ collection management

○ utilization of technology

I have chosen to concentrate on these particular issues as they have particular relevance for Deakin University. This paper is not meant to be an exhaustive discussion of all issues involved in managing off campus library delivery services. To put the discussion in context I have included a brief overview of Deakin University Library and its Off Campus Library Delivery Service.

I have used the terms off campus and distance education synonymously. In the Australian context they both mean the provision of courses to students who are not required to appear regularly on any campus or at any other location.

DEAKIN UNIVERSITY LIBRARY

Deakin University is one of the major providers of distance education in Australia. It has approximately 10,000 off campus students out of its total enrolment of 26,000. Another 20,000 off campus students are taking professional training courses provided to major companies, government departments and professional institutions by Deakin's commercial arm, Deakin Australia. These courses are all provided in the distance education mode.

Prior to two recent institutional mergers Deakin University was one of the newer, smaller universities established in the nineteen seventies. It operated on a single campus at Geelong, 80 km from Melbourne. Then, over 50% its students were off campus. In 1990 Deakin University merged with the Warrnambool Institute of Advanced Education, a small regional tertiary college about 120 km from Geelong. Like Deakin it had a strong emphasis on distance education. In 1992 Deakin University underwent another merger, this time with Victoria College, which had a similar sized enrolment across its three campuses in Melbourne. Victoria College had no distance education programs. The current proportion of off campus students is approximately 35%.

The new Deakin University has five cross campus faculties, each operating on between two to five campuses. The University is developing a "flexible delivery" mode of teaching, incorporating distance teaching methods into many of its programs. This means that the same subject is offered at one or more campuses as well as in the off campus mode. This poses enormous financial and logistical problems in ensuring that students have access to library resources when and where they need them, whether they are studying on campus or in the off campus mode.

Deakin University Library has a collection of approximately one million monographs and has 13,000 current journal subscriptions, spread across the five campus libraries. Materials from the five campus libraries are available to staff and to all students, irrespective of whether they are on or off campus students. Staff and on campus students at a particular campus have access to materials from other campuses through the intercampus loan and photocopy service. Off campus students are sent materials from all campuses.

The off campus delivery service has two operations centres, one at Geelong and one at Warrnambool. The smaller centre at Warrnambool serves off campus students enrolled in Warrnambool based off campus courses, whilst the larger operation at Geelong serves off campus students taking courses based at Geelong and the three Melbourne campuses.

Requests are received at the two operations centres at Geelong and Warrnambool. Where a requested item is not held at the campus where the request is received the request is transmitted to one of the other four campuses if the item is held there. Items are despatched, generally by express courier, direct to the student from the campus holding the item. Items which are available for loan are despatched within 24 hours of receipt of requests by the Library and photocopies of journals are generally despatched within 2 working days. Prepaid return envelopes are provided for return of items to the campus which supplied the item. The student is unaware of the campus location of individual items when making requests. Behind the scenes operations take care of the logistics of the service. The success rate in fulfilling requests has been approximately 93% for the last five years.

Students may also ask for information on particular subjects. These subject requests are carried out by reference librarians on all campuses and currently about 50% of them involve database searches.

The following table shows the number of requests processed at each campus in 1994.

TABLE 1. Deakin University Off Campus Library Delivery Service, 1994

	Burwood	Geelong	Rusden	Toorak	Warrn.	Total
Requests processed	3,264	56,389	1,907	2,108	13,441	77,109
Books and AV sent	2,325	36,977	1,439	.1,575	7,362	49,678
Photocopies sent	756	15,152	367	527	5,854	22,629
Subject requests	7	1,444	16	15	610	2,092

CENTRALIZED OR DECENTRALIZED MODEL?

WILL THERE BE A SINGLE OPERATIONS UNIT AT ONE CAMPUS ONLY, WHICH IS THE CONTACT POINT FOR ALL OFF CAMPUS STUDENTS?

When considering off campus library services in a multicampus environment a number of models are possible:

○ one central operations unit
○ separate operations at each campus
○ mixed model

Having a central operations unit means that all requests from off campus students based at any of an institution's campuses are received at the one unit, rather than requests being received at each campus offering off campus courses or subjects. The unit is responsible for coordinating service provision and for channelling requests to the appropriate campuses for fulfilment.

Obviously the teaching program of the institution will be a major determinant of the model adopted. Slade (Library Support 1991) points out that, in some institutions, off campus courses are entirely the responsibility of faculty departments, whereas in others, a central office such as a continuing education division coordinates the off campus offerings, working in conjunction with the faculty.

Off campus courses may be offered from one campus only, or from some campuses, or from all campuses. Where the off campus program is confined to one campus only, the obvious model is the single operations unit. The situation becomes more complex as soon as the same course is offered in both the off campus and on campus modes, particularly if it is offered to on campus students at more than one campus.

Adopting a central operations unit, rather than having a number of operations units at different campuses can have a number of benefits which include:

○ a bigger unit with more highly qualified staff
○ streamlining of workflows and economies of scale

○ ease of administration
○ specialist equipment and facilities

With a bigger unit it is possible to employ staff at a range of levels. In particular it enables the employment of senior librarians, whose role is to develop and promote the service as well as to manage the day to day operation of the service. This involves extensive liaison with faculty staff and university administrative departments as well as with all areas of the library. Slade (Librarian-centered 1991) discusses the role of the off campus librarian. Collection development can be an important aspect of the role of librarians responsible for off campus library services.

As mentioned previously Deakin University Library has two operations units, one much larger than the other. The basis for this is largely historical and was required by one of the merger agreements. I will discuss the main operations unit at Geelong.

At Deakin University the Off Campus Librarian is a senior librarian who manages the operation of the off campus service at Geelong and provides advice and support to staff involved in processing off campus requests at all campuses. A major responsibility of the position is the development of the collection so that it provides adequate support for off campus courses. This involves ordering for new courses as well a monitoring fulfilment rate and identifying problems. The collection development aspect is discussed more fully later in this paper. The Off Campus Librarian is responsible for the collection and reporting of all statistics for all aspects of the Off Campus Library Service at all campuses.

Two specially trained library technicians are rostered to answer phone calls from off campus students. This is a major part of their job and they have acquired an extensive knowledge of the University's courses, of services provided by other University departments and, of course, the various library services available. They are also responsible for organising the processing of each day's requests. They are assisted by a number of library clerks whose duties include determining call numbers by checking the catalogue, retrieving items from the shelves, photocopying and packing parcels.

A number of economies of scale are possible by having a large operations centre at Geelong, the most important probably involving the receipt of requests and their initial processing. For example, I believe that it is more efficient to channel all phone calls to a dedicated phone service point where appropriately trained staff take the calls, checking the catalogue for requested items at the time, leaving other staff at all campuses free to carry out other tasks without the constant interruption of phone calls. Requests received by mail, fax and electronic mail require checking against the catalogue to determine the campus holding the item and the call number. I believe that this is done more efficiently by a larger unit adequately staffed to ensure that this is always done within the required time frame. In my experience smaller operations units with only one or two staff may have difficulties in meeting performance standards when staff are ill or on leave.

Cavanagh and Tucker (1993), in a study of unit costs of delivering items to students from the Geelong campus, analysed the various processing stages involved, including staff time and direct costs such as postage and photocopying costs and determined unit costs based on batch processing.

I believe that it is much simpler to administer one large central operations unit than to administer a number of smaller units on a number of campuses. Communication is generally more difficult when staff are not together in one place. Training of staff in new procedures and developments is more efficient when they are not spread across a number of campuses. It is easier to monitor performance standards, ensuring consistency of service.

With a bigger operations unit it is easier to justify the purchase of more sophisticated equipment and computing software. This includes computer terminals or PCs, advanced fax machines and photocopiers, laser printers and address label printing software and hardware, to mention a few items. All of these have the potential to improve efficiency and to enable a more professional product to be offered. One such purchase at Geelong was an address label printer with associated software, which has streamlined the packaging of courier parcels for delivery by Australian Air Express.

INTEGRATION WITH OTHER SERVICES

ARE THERE ADVANTAGES IN INTEGRATING THE OFF CAMPUS LIBRARY DELIVERY SERVICE WITH OTHER SERVICES?

Integration of the off campus library service with other services can have a number of benefits, including:

- ○ streamlining workflows
- ○ multiskilling staff
- ○ developing a team approach
- ○ greater staff satisfaction
- ○ maintenance of performance standards

Many of the aspects discussed in the preceding section are further enhanced by integrating the off campus library delivery service with another service to form an even bigger unit. A number of combinations are feasible, but the most successful need to contain many elements of similarity. On paper, two of the most logical arrangements are the integration of the off campus service with lending services and integration with document supply types of service.

In 1994 Deakin University set up a Document Supply Service, which integrates across all campuses the off campus delivery service, the interlibrary loan service and the intercampus service. The Document Supply Service is managed by the Document Supply Librarian who, together with the five Campus Librarians make up the user services management team, reporting to the Associate University Librarian, Reader Services.

Over 132,000 items were provided through the Document Supply Service in 1994. Table 2 shows the breakdown between the three branches of the service.

TABLE 2. Items supplied by the Document Supply Service, Deakin University, 1994

Off campus service		72,307
Interlibrary loans		
- from other libraries		19,173
- to other libraries		11,939
Intercampus service		28,939
	Total	**132,358**

One of the main reasons for combining the interlibrary loans, intercampus and off campus services under one umbrella is that it has enabled the integration of many of the processing stages, resulting in the streamlining of workflows and creating efficiencies of scale. Tasks which are generally integrated include call number allocation, retrieval of books and journals from the shelves, photocopying and packing parcels. The latter is a similar process whether items are destined for off campus students' home addresses, for University members at other campuses or for other libraries.

Although the Document Supply Service has been set up, it does not operate in isolation from the rest of the Library, and in fact, many aspects of its operation are integrated with other areas of the Library. For instance, clerical staff working in the circulation and audiovisual areas assist with photocopying. Circulation staff take intercampus book requests at the loans desk, entering them on the Innopac system, and they check in all books returned through the Document Supply Service and reshelve them. Reference librarians in the Information Services area carry out subject requests for off campus students and 806 hours of their time was spent on this in 1994. This is one of their core tasks along with the typical activities which the reference librarians are required to perform, such as reader education, liaison with academic staff, rosters at the information desk, etc.

Combining the three branches of the Document Supply Service into one large operation, managed by one of the most senior user services librarians at Deakin University, ensures that the combined operations have a high profile within the Library management structure and that staffing requirements are given due consideration in budget planning.

The largest of the Document Supply units is at Geelong, which accounts for 68% of the total number of document supply transactions. Staff of the Geelong unit report to the Document Supply Librarian, who is responsible for the Library's document supply policies and procedures and for the maintenance of performance standards. Smaller units operate at the other campuses, coordinated by a library technician in each case. Document Supply staff at other campuses report to the Campus Librarian, who liaises with the Document Supply Librarian on requirements for the Document Supply Service.

A consistent set of performance standards has been established across the three branches of the Document Supply Service to ensure that the same levels of service are provided. The following standards apply to the off campus library service:

- ○ 90% of requested items are supplied
- ○ 90% of items available for loan are despatched within 24 hours
- ○ 85% of journal articles are despatched within 2 working days
- ○ 85% of subject requests are despatched within 5 working days

In discussing the benefits of the integration it is useful to examine the Geelong Document Supply unit. Table 3 shows the breakdown of items supplied by the three branches of the Document Supply Service at Geelong.

TABLE 3. Items supplied by the Document Supply Service, Geelong campus, 1994

Off campus service		52,102
Interlibrary loans		
- from other libraries		12,342
- to other libraries		6,589
Intercampus service		
- from other campuses		4,997
- to other campuses		14,203
	Total	**90,233**

Combined staffing of the Document Supply Service at Geelong is comprised of two librarians (one of whom is the Document Supply Librarian), three library technicians and clerical staffing equivalent to 7.8 full time staff. A number of these library clerks are employed for the academic year only (March to November).

A teamwork approach is fundamental to the operation of the Geelong unit. This is essential in an area where workloads fluctuate so much during the course of the year. Much attention is paid to multiskilling staff. Although some of the staff have a primary responsibility for activities associated with one of the three branches of the service they are trained so that they can assist with one of the other services as required and every opportunity is taken for staff to gain experience in all three services. All full time staff are expected to answer general queries from users who come to the counter and to take phone requests from off campus students. At times of staff absences the priorities for the unit are reassessed and staff duties are reassigned to ensure that performance standards for all three branches of the service are maintained. Despite very heavy demands at peak times of the year, morale is good and staff are highly motivated.

COLLECTIONS MANAGEMENT

WILL THE COLLECTIONS OF ALL CAMPUS LIBRARIES BE USED TO FULFIL REQUESTS FROM ALL OFF CAMPUS STUDENTS? WILL THERE BE A SEPARATE COLLECTION TO SUPPORT DELIVERY SERVICES TO OFF CAMPUS STUDENTS?

Before considering these questions it should be noted that the success of an off campus library delivery service is dependent on the library having an appropriate collection, capable of supporting off campus students. It is likely that more multiple copies of recommended items will be required to cater for the longer loan periods which may apply to off campus students. Cavanagh and Tucker (1995) discussed the general principles of collection development for off campus library services.

In the past some institutions opted to have a separate collection to support the distance education program of the institution. Slade (1991) reported that core collections in 24% of Canadian institutions providing distance education were actually handled outside the library by other departments. Winter and Cameron (1983) found that it could not be proved that separate or protected collections made a cost effective difference.

From the formation of the University, Deakin University Library chose not to have separate collections for off and on campus students. At its formation in Geelong in 1977 Deakin opted to have a major focus on the provision of distance education courses. Up until the time of the recent mergers over 50% of Deakin's students were studying in the off campus mode. Many off campus courses were also offered on campus. It therefore made sense to maximize use of the collection by making it accessible to both groups of students and not to have a separate collection of off campus materials.
Now that the "new" University is embracing the concept of "flexible delivery" with the same units being taught on campus at one or more campuses as well as off campus, the situation is more complex. More than ever, Deakin University Library has embraced the concept of one collection, without a separate collection for off campus students. Generally material is purchased for the campus or campuses where the course is taught on campus too, to maximise use of the material.

Catering for the competing needs of the off and on campus students who may be studying the same subjects during the same term or semester requires careful attention to purchasing sufficient numbers of copies of all titles. A number of factors can throw the two groups into competition against one another, to the disadvantage of one particular group if the resources held are inadequate.

At Deakin University, because of the large number of instructional packages to be mailed to off campus students by the start of semester, the mailing begins six weeks beforehand. As soon as they receive their packages off campus students start requesting library materials. Without adequate numbers of multiple copies this would mean that off campus students would borrow all the items before on campus students had a chance to do so.

Although the intercampus loan service provides on campus students (and staff) with books from other campuses, there is an inherent time delay in transporting books between campuses. Because of this, Deakin's philosophy is that students should be able to obtain recommended monographs from their own campus library and that intercampus loans should not be seen as the primary way of providing materials to on campus students, In addition, it is more expensive to provide undergraduate course books by repeated supply through the intercampus loan service than to have the appropriate number of copies at the each campus.

The most fundamental prerequisite for the adequate provision for an institution's courses is a sufficient allocation in the library's materials budget. At Deakin University the purchase of monographs listed as recommended reading in study guides and reading lists has top priority and the Library spends approximately 20% of its monographs budget on the purchase of multiple copies of course materials.

The Library has guidelines as to the number of multiple copies which are ordered (see Table 4) but considerable professional judgement is exercised by Library staff involved in ordering monographs, namely Liaison Librarians, the Off campus Librarian and Acquisitions staff in deciding on the location of items. In all cases both the number of off campus students and the number of on campus students at each campus are taken into consideration and appropriate numbers of multiple copies are purchased for the relevant campuses.

Table 4. Excerpt from Deakin University Collection Development Policy

Recommended Reading

The guideline is one copy for 10 off campus students (1 for 20 on campus students) per campus for recommended reading. This rule is modified by the length of the reading list and experience. Multiple copies are ordered of books variously listed in course reading lists as recommended reading, further reading or annotated bibliography. They are all referred to as recommended reading below. One copy only is ordered of titles cited at the end of chapters in study guides.

In addition, some titles are recommended for several units and are consequently heavily used. In this case the number of multiples ordered may exceed the guidelines for one unit, because the needs of several units are being covered.
Approximate guidelines for ordering for 100 students are:

	Reading List Items	*Off campus*	*On campus*
a.	*2 recommended books*	*10copies of each*	*5 copies of each*
b.	*10 recommended books*	*5 copies of each*	*3 copies of each*
c.	*20 recommended books*	*3 copies of each*	*2 copies of each*
d.	*50 recommended books*	*1-2 of each*	*1 copy of each*

UTILIZATION OF TECHNOLOGY

HOW CAN TECHNOLOGY ASSIST IN THE OPERATION OF OFF CAMPUS DELIVERY SERVICES FROM MULTIPLE CAMPUSES?

The degree of automation available in the Library has a major bearing on the way in which an off campus library service operates. Much has been written on electronic features available to off campus students such as electronic document delivery and electronic access to library catalogues and to a range of databases. Little, however, has been published on the utilization of technology in operational aspects of a delivery service.

It may be redundant to say it these days, but an off campus library service can only operate in an efficient manner when the library's holdings for all campuses are all on the computer catalogue. Any consideration of centralization of services and utilization of all campus holdings in the operation off an campus delivery service is dependent on this basic requirement. In discussing the various issues in this paper I have assumed that this infrastructure is in place. I have confined my comments to the more innovative uses of technology.

Deakin University Library relies heavily on the "request item" function of Innovative Interfaces' Innopac system, to simplify and streamline the processing of book requests. The function is utilized in two ways. Firstly, students are encouraged to dial into the catalogue and locate items for themselves. Having found a book which they would like delivered they can register their order with a simple command. On entering this command, the system then prompts them for their name and library borrower number. In the case of a journal, the system prompts them for details of a specific article.

Secondly, Library staff, when taking telephone requests from students, use the "request item" function to enter requests on behalf of the students. They also use the cut and paste facility of 'x-terminals' to transfer rapidly student address information from an Innopac patron information window to the 'request item' window. Both of these concurrent sessions are displayed as adjacent windows on a large 48cm screen. Previously library staff had laboriously written down the requests by hand. Staff at each campus print out daily requests for items at that campus and use these as paging slips to collect the items from the shelves prior to photocopying and/or dispatch.

With up to 130 telephone requests being received in a day any improvement in the way the requests are taken is a major benefit. Deakin's service has improved in terms of the time taken to take the requests from each student and the number of telephone calls which can be taken in a day. As well as a benefit to students, library staff report that taking telephone requests this way is much less stressful. In addition, the possibility of repetition strain injuries, which had always been a danger, has virtually been eliminated.

Of course, we hope that more students will choose to dial into the catalogue and order their own items, rather than making their requests by any of the other methods - phone, fax, mail and email.

Requests received by dial in access to the catalogue contain all the required information, including call number and campus location. They require no catalogue check and are instantly available at all campuses without the need for any action on the part of Library staff. Requests received by fax, mail and email require checking against the catalogue to determine call number and campus location. The "request item" function used is by Library staff to place requests for items which need to be sent from other campuses. Staff at the other campuses can check immediately for the item and find it.

Currently about 6% of requests are received by dial in access to the catalogue. The approximate percentages of requests received by the other methods are: mail - 35%, phone - 43%, fax - 15%, and email - 1%. In a report of preliminary results of an analysis of electronic ordering by Deakin University students, Cavanagh (1995) reported that the percentage of requests received electronically (dial in access to the catalogue plus email) had more than doubled in the eighteen months since his analysis of requests received in August 1993 (Cavanagh 1994.)

SUMMARY

The provision of effective, efficient off campus delivery services presents its own particular challenges. When this is done in a multicampus institution such as Deakin University the operation becomes more complex. I believe, however, that this has provided many opportunities for Deakin University to offer better service to off campus students and to introduce operational efficiencies. Some of the major benefits include:

1. For students

A major advantage for students is access to the total collection of the five campus libraries.

2. For library management

2.a. Centralized operation

A number of benefits have can be gained by having a largely centralized mode of operation, including:

- ○ streamlining of some processing workflows with resultant economies of scale
- ○ higher profile of the Off Campus Library Delivery Service within the Library and the University
- ○ employment of staff at a range of levels appropriate to the various activities involved, including senior, experienced staff

2.b. Integration with other services

The establishment of a Document Supply Service integrating the off campus library delivery service, the interlibrary loan service and the intercampus loan service has enabled:

- ○ integration and streamlining of workflows
- ○ multiskilling of staff and emphasis on a team approach, both leading to greater staff satisfaction
- ○ maintenance of performance standards

The operation of the total Document Supply Service and, in particular, the Off Campus Library Delivery Service across Deakin University's five campuses is highly dependent on automated systems. The Innopac system offers features which enable students to browse the catalogue and to request items online, and which facilitate the receipt and processing of requests by library staff.

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Using the Academic Institution-Building Model (AIBM) to Assess the Institutional Performance of Off-Campus Library Services Offered Through an Inter-Institutional Agreement to Distance Education Graduate Students

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INTRODUCTION

This study approaches library services as an integral part of the higher education processes involved in distance education by assessing the value of the library's services to the institution's constituents. The broader context for this study is the assessment of the institutional performance of library services.

BACKGROUND TO THE CASE STUDY

Integrating library services into distance education programs offered by post-secondary institutions is a challenge. The nature of this challenge and the programs devised by librarians to meet it are described in the contents of the proceedings of the Off-Campus Library Services Conference (most recently, the 1993 proceedings compiled by Jacob). This conference, instituted in 1982, brings together librarians responsible for providing services to distance education students thorough a variety of arrangements which include the extension of institutional library services to distance education students through access to the on-campus library, through satellite libraries, or through inter-institutional agreements in which one institution provides library services to the students and faculty of another institution.

The particulars of these arrangements have been well-documented in the literature of off-campus librarianship, much of which has been effectively organized and summarized in *Library Services for Off-Campus and Distance Education: An Annotated Bibliography* and *Off-Campus Library Services: Selected Readings from Central Michigan University's Off-Campus Library Services Conferences*. Since 1990, most institutional arrangements have been based on the standards for off-campus library services programs as outlined in the Association of College & Research Libraries' guidelines. For example, a recent study of six universities offering distance education library services indicates that all respondents had used these guidelines in developing their program of services. The report which describes this study, *A Guide for Planning Library Integration into Distance Education Programs*, also includes an outline of a process for planning distance education library services to meet the ACRL standards. According to the author of the guide, Vicky York, this planning process was based on the experiences of distance educators surveyed by the author as well as on her analysis of the proceedings of the Off-Campus Library Services Conference.

Thus, within the library profession, there is agreement about the kinds and standards of services which should be offered in distance education programs. Prescriptions for offering particular services at professional standards exist to guide the development of library services for distance education. These prescriptions, however, restrict subsequent assessment of the library services to the level of *product* evaluation, as in a checklist of services provided: e.g. does the library offer online computer searches, dial-in access, library networked inter-library loan, document delivery, etc.

But, achieving integration of library services into programs of distance education requires an assessment of the *process* of that integration, an assessment which captures the level of satisfaction of the constituents of the library with the services it offers. An assessment of the process of service, of the transactions between the library services and the library's constituents as valued by the constituents, can provide the library with a measure of its effectiveness that evidences its significance as an integral part of the institution's distance education program. A program of library services which can provide this constituent-centered assessment can effectively make the case for its integral role in the program of distance education. With the advent of new information systems and technology, the library may also need a measure of effectiveness that makes the case for its share of network resources, a case that can be made effectively in terms of its capacity to facilitate the transactions most valued by its constituents and the increased capacity that particular technologies offer.

PURPOSE OF THE CASE STUDY

The purpose of this case study is to assess the institutional performance of a program of library services provided to graduate students through an inter-institutional agreement between a private distance graduate education university and a research university library in the U.S.

Students enrolled in the private university's dispersed residency doctoral degree program receive customized on-campus library services while attending a summer session on the research university's campus. During the rest of the year, the research university library provides off-campus library services directly to the private university students at their homes. Under the terms of the agreement, the private university provides the financial resources to the research university library to fund a library liaison office which serves these students both on-campus during the summer session and off-campus year-round. The library liaison office is housed in the main library of the research institution and is staffed by a full-time librarian and part-time assistant who are accessible year-round to the private university's students and faculty via mail, email, fax, toll-free telephone and toll telephone services.

In this study, the library services provided by the library liaison office are evaluated within the framework of the Academic Institution-Building Model (AIBM) which is a self-study process used to determine levels of satisfaction of constituent groups and to describe the value of the exchange of resources for services between institutions as perceived by the constituent groups.

Because the Academic Institution-Building Model is premised on a definition of an academic institution as a collection of transactions which evidence organizational values and behaviors (Chamberlain 2), this evaluation process is especially appropriate to the transactional and trans-organizational nature of library services programs based on inter-institutional agreements. The assessment components of the AIBM include both institutional variables and linkages. Institutional variables include: institutional doctrine, program activities, institutional leaders, institutional structure, and resources. Environmental linkages include enabling, functional, normative and diffused relationships.

Using the Academic Institution-Building Model (AIBM), the effectiveness of library services delivered to constituents of the contracting distance education institution is assessed through institutional variables and linkages which reflect constituent group levels of satisfaction with library services.

The study seeks to answer the following questions:

- How well does the program of library services meet the expectations of the constituents of the contracting university's distance education program as measured through the AIBM assessment process?

- Does the measure of institutional performance of the program of library services reflect the degree of integration of the library services into the contracting university's distance education program where integration is characterized by the strategic contribution of library services to meeting the contracting university's goals?

- Does the Strategic Management Efficiency Index produced as a result of the AIBM assessment of institutional performance of the program of library services offer a means of understanding the transactional nature of the constituent groups' value of library services where worth is characterized by the exchange of library services for resources provided by the contracting distance education university's constituent groups?

Conceptual Framework for the Study

A program of library services exists as one process in the system of educational processes that comprise the program of activities designed and implemented to fulfill the institution's goals. In other words,

> Institutions of higher education possess a number of administrative operations and program functions considered essential for achieving institutional goals. The Academic Institution-Building Model [AIBM] identifies nine such operations and functions and uses them as the major variables for assessing the effectiveness of institutional performance. Five of the variables directly relate to an institution's operational processes, while four relate to the institutions's strategic linkages with its environment (Chamberlain 4).

By assessing library services as 'operational processes' and 'strategic linkages', the AIBM surfaces key aspects of the relationship of the program of library services to the institution's larger program of distance education thus providing a clearer view of which services are essential to success of the institution. Placing the program of library services within the context of other services offered by the institution to accomplish its goals for distance education affords the opportunity to evaluate the specific operations and functions performed within the program of library services which contribute to the success of larger educational program. Given this opportunity, library services that are highly valued by constituent groups participating in the assessment process can be strengthened and their adequate budgetary support pursued while the less valued services can be discontinued or offered as optional services if the budget allows. A case for increased resources from the institution can also be made if highly valued services cannot be adequately supported by allocations from the institution in place at the time of the assessment. When other programs, such as student services, are competing for limited institutional resources, the library must be able to make a compelling case for funding services which otherwise might be seen as less valuable to constituents. Additionally, identifying the expectations of constituents and discovering their levels of satisfaction are activities essential to strategic planning and continuous quality improvement for both the library and the institution. Thus a performance assessment such as that provided by the Academic Institution-Building Model puts the existence of library services completely in the hands of institutional constituents:

> an institution exists because it performs functions and provides services essential for the well-being of constituent groups, which , in turn, have an important stake in the

completely in the hands of institutional constituents:

> an institution exists because it performs functions and provides services essential for the well-being of constituent groups, which , in turn, have an important stake in the institution's continued existence. In short, an institution exist because of those who wish it to exist and will provide the support and commitment necessary to assure its existence (Chamberlain 4)

By conceiving of the existence of an institution as dependent upon its relationships with its constituents, use of the AIBM to measure library services relates the individual student's experiences to the experiences of all constituent groups included in the study: students, faculty, staff, and consortium members.

> The AIBM views an institution as an educational community existing in a dynamic environment. The strength of an institution, therefore, should be measured by its ability to continue providing the programs and services expected of it, and also by its commitment to seek additional ways for enhancing the process. It is this strategic process that describes both the transactional and institution-building aspect of the AIBM (Chamberlain 6).

Within this community, the program of library services is one part of the institution which both meets and leads constituents' expectations.

> As an administrative concept, institution-building contains a strategic, developmental outlook. One that recognizes that growth and decline are both alternative options for an institution existing in a dynamic environment. This means that the value attached to an institution's programs and services can either increase or decrease depending on their continued importance and relevance in satisfying constituent needs. This, in turn, also will affect the nature of the resource and support commitment of the institution's constituent environment (Chamberlain 6).

The alternative options of growth or decline provide motivation for the assessment of the program of library services in terms of its performance within the institutional program. To continue to move in the direction of growth or to maintain status quo, constituent's needs must be satisfied, and so those needs achieve primary importance in the evaluation of library services. Performance assessment results in an evaluation that clearly privileges services valued by constituents for these are the services that will receive continued support; the case for support of valued services can thus be made persuasively to an institution which allocates resources to services which can be shown to play an integral role in the success of the institution.

> Institution-building, therefore, is defined as a diagnostic process by which an institution can both monitor the quality of the exchange of benefits from its programs and services for needed resources and support, and also investigate ways to expand and enhance the process. The nature of the functional interaction of the AIBM's five institution variables with the four environment linkage variables provides a strategic framework for this assessment process (Chamberlain 6).

The AIBM consists of an investigation of the experiences of institutional services by groups of constituents who judge effectiveness of those services as they are present in five institutional variables and four environmental linkage variables. Constituents provide their evaluations through participation in an assessment group. As members of the group, they complete individually two surveys and participate in a variable assessment process scored through the Nominal Group Technique. "The principal components of the AIBM framework, therefore, consist of (1) the nine variables, (2) focused assessment questions, (3) discussion topics for developing question answers" (Chamberlain 19). (The nine variables are identified in the KEY TERMS section below).

KEY TERMS

All terms listed below are defined in Philip C. Chamberlain's manuscript *The Academic Institution-Building Model (AIBM): An Evaluation Framework Using the Strategic Construct for Use in Conducting Institutional Self-Studies.*

AIBM: "a diagnostic model employing a strategic outlook, with interaction in the assessment process of those who have the greatest stake in the self-study's outcome" (6)

academic institution: "the AIBM rests on a major premise that an academic institution is much more than just buildings and programs. In its organizational form an institution exists as a distinct educational community with an intrinsic set of values and behavior standards prescribing how the educational processes of the community are to be conducted. This set of values and standards is considered to have importance for all institutional members who are expected to be guided in pursuing their various academic interests." (5)

assessment of institutional performance: "a self-study process that can focus on the ability of an institution in its organizational form to exchange the worth of its programs and services for resources and support provided from its constituent serving environment." (5)

constituent groups: "those groups, both on and off campus, that willingly provide support and resources required by the institution to continue offering its programs in its own distinctive fashion" and who are "the chief beneficiaries of the institution's programs and services." (5)

environment linkage variables:
- Enabling - relationships with agencies and organizations which provide authority and policies needed by the institution to operate.
- Functional - relationships with groups and organizations providing resources and complementary services.
- Normative - relationships with groups and organizations providing performance norms and standards affecting the operation of the institution
- Diffused - relationships with opinion setting groups and organizations which play a significant role in telling the institution's story (7)

institution variables:
- Doctrine - the institution's performance expectations expressed through its administrative organization and programs
- Program - the institutions full range and combination of activities provided as a means to fulfill its mission
- Leadership - the group of individuals actively involved in directing the institution and its relations with external groups and organizations
- Structure - the particular way an institution arranges itself for carrying out its business and programs
- Resources - the institution's energy sources - human, physical, fiscal, technical - needed to fulfill its mission (7)

institution's distinction: the "set of values and standards ...held with major importance by its constituent groups" (5)

strategic perspective: "a premise that an institution exists in a dynamic environment. One that considers change to be a normal condition and, consequently, requires an institution to strive to maintain a continuing balance between the relevance of its programs and the emergent needs of its constituent groups." (6)

SIGNIFICANCE OF THE CASE STUDY USING THE AIBM

Widely used measures of the effectiveness of library services in distance education include comparisons of library services offered to services recommended by the ACRL or analyses of evaluations of library services by distance education students using those services. Neither the standards approach nor the evaluation of services by one constituent group offers a measure of the degree to which the library services are integrated into the institution offering distance education program. Measuring the institutional performance of a program of library services offers an assessment which can reveal the strategic value of the program in furthering the institution's goals for higher education. "More specifically, the strategic perspective is concerned with maintaining a proper fit between the institution's programs and the demands of the environment" (Chamberlain 67). An effective program of library services fits the demands of its environment not only in the experience of one constituent group, students, but in the experience of administration, faculty, and staff as judged in the light of the specific institutional goals for distance education.

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Off-Campus Librarianship:
The View from the Reference Desk

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INTRODUCTION

A librarian charged with providing reference services[1] in a traditional academic library environment works within the confluence of four support systems. There is a more or less complete and structured collection of materials; there are reference colleagues physically nearby with whom to share knowledge and whose subject expertise can be tapped; established guidelines have governed the development of the library's mission, collection building, service goals and objectives; and there is the vital interpersonal nature of reference work. A librarian working in a physically remote setting, or who is asked to provide reference services to a constituency she or he may never meet or speak to personally, faced with the professional obligation and desire to continue both the service and pedagogic traditions of reference librarianship, can be removed from the direct benefit of these support systems. The authors of this paper determined to identify how these front-line librarians are getting their jobs done. Is this type of environment transforming how they view their roles and devise their methods as information providers? What is their judgment, from the distant reference desk, on how well their institutions are meeting the overarching service-equity imperatives of the *ACRL Guidelines for Extended Campus Library Services*?

LITERATURE REVIEW

There is an extensive published record of the development of extended campus library services detailing a wide range of philosophical, political, strategic, logistical, technological and service exigencies. Pease and Power (1994) have recently published a skillful synthesis and discussion of the issues and practicalities relating to reference work in this type of setting. The volume of literature so far is a testimony to the dedication of the professionals involved in the formative stages of this nontraditional aspect of librarianship that they have provided such a rich, thoughtful foundation of knowledge and experience on which to draw.

If one certainty can be drawn from a review of this literature, it is that the contingencies surrounding the specific means and methods of off-campus reference service delivery vary widely. It will be an ambitious task for the researcher who determines to count and map the many different ways these professionals do their jobs. The authors were interested in asking these current practitioners if they have contributed to the development of their off-campus programs, and to comment on the state of extended campus librarianship at this point in its evolution. The intent of the project was to identify patterns of insight and awareness, mutual concerns and satisfactions, that could be distinguished regardless of the local variations in or contingencies surrounding modalities of service.

METHOD

A survey was devised that included twelve demographic indicators and forty-seven statements with which respondents marked degrees of satisfaction or dissatisfaction. The demographic questions were designed to elicit descriptions of librarians' work settings, professional backgrounds, current job titles, library budget and responsibilities.

The seven categories of concern that provide the framework for the *ACRL Guidelines*--philosophy, management, finance, personnel, facilities, resources and services--were used as the thematic roots of the 47 statements describing day to day aspects of reference librarianship. It was felt that tying the statements to the *Guidelines* would allow for general inferences to be made relative to the original question about *Guidelines* being met.

The surveys were mailed to institutions known to sponsor off-campus or distant education. Of the 250 surveys distributed, 124 were returned. The data from these was used to gauge and interpret areas of satisfaction and dissatisfaction amont contemporary off-campus library professionals. Additionally, reference librarians serving off-campus students were interviewed and posed a series of open-ended questions designed to probe for and reveal emerging shifts in emphasis, ideology and concern.

RESULTS

An examination of the demographic indicators revealed that 42% of the institutions represented by the respondents had included the needs of off-campus students in the library mission statement. Only 20% had a written profile of the research needs of these students. Participation with administration in planning for off-campus student library services was indicated by 58% of the respondents.

Perhaps it is not surprising that the statements prompting the largest number of responses in the "dissatisfied/very dissatisfied" range focused on budget, financing, and the adequate allocation of support staff. No direct correlation could be discerned between the amount of money budgeted for off-campus services and degree of satisfaction.

Librarians responded in the "satisfied" range for nearly all other statements in the survey (some exceptions will be noted below), however, these responses varied in the degree of satisfaction marked. Respondents showed the least contentment with statements about (in ascending positive order) advertisement of services, resources available to faculty, resources available to students, institutional understanding of the off-campus community's information needs, and the "adequacy of bibliographic instruction given to off-campus or distant students.

At the top of the scale, statements eliciting the highest average levels of librarian satisfaction pertained to systems in place by which students can contact them, and the professional nature of the work. "Communication with other library staff" received the highest average expression of satisfaction.

When the responses of branch librarians were compared to those of librarians identified as headquartered in a main campus library, there were similar mid-range satisfaction levels expressed in several areas. Both groups were mildly satisfied with their authority to initiate change and their own efforts to keep up-to-date with developments in the field. Both were comfortable with their own computer knowledge and skills. The cooperation they receive from other library and organizational support units is good. Main campus librarians expressed higher satisfaction with the amount and quality of document delivery, and with ILL services in general.

Contrary to the authors' vague expectations, respondents who identified themselves as located in a branch library were consistently more positive to several statements that can be characterized as relationship-based. Branch librarians were more positive about their communication and relationships with faculty, their participation in collection development, the interest and attention given by management to their suggestions, and their relationships with librarians at other institutions.

When asked if satisfied the *ACRL Guidelines for Extended Campus Library Services* were being met, few respondents responded positively. Many respondents skipped the question or indicated they were not familiar with the *Guidelines*.

DISCUSSION

Branch librarians marked much greater satisfaction at the statements regarding their ability to help students locate the materials they need and also their ability to teach the students how to locate materials themselves. These two responses, viewed alongside the other high positives for branch librarians mentioned above, lend validation to the critical, often-discussed interpersonal component of successful reference service. Reconsideration of the original thesis that branch librarians would display indications of displacement, results of this general survey reveal less satisfaction among the librarians working the reference desk to serve a remote population. This can be explained, the authors believe, by the fact that although branch librarians have fewer resources at hand, their job is clearly defined and limited. They serve a specific population, usually in person. The librarians at the main campuses may be assigned the job of serving the off-campus community in addition to other library duties. Surrounded as they may be by a wealth of tools necessary to accomplish the job of reference work, they may feel less satisfied professionally by virtue of their not interacting personally--as mentors, teachers and allies--with the users they serve, guide and instruct.

Of the "three Rs" of reference librarianship--resources, reference and referral--branch librarians were more satisfied with the statements representing two of the three, resources and referral. Main campus librarians serving off-campus students answered more positively only to the statement about quality of reference service. This statement, though, begs definitions of "quality" and "reference" and needs further investigation.

As to referral, virtually all librarians surveyed were uncomfortable with referring researchers to their local public libraries. Branch librarians showed more satisfaction with the efficacy of referring users to nearby academic libraries than did main-campus identified librarians. This perhaps reflects the difference in viewpoint between those doing the referring and those working in libraries that receive the impact of those referrals.

The positive response among branch librarians as to having adequate resources seemed puzzling. Possible rationales could have included: Branch librarians did not know what they were missing; they had compensated for few on-site resources with aggressive self-tutoring in local library collections; or, the off-campus program offered few academic courses, therefore any collections developed on-site, though small, were relevant. Personal interviews with respondents later validated the idea that these librarians are rising to the unique challenge of this type of position. On behalf of their users and their profession they are dedicated to mastering the map of the accessible. In short, the extended-campus librarians' most useful tool is their own ability to forge and maintain good working relationships with both the holders and seekers of information.

During the personal interviews, librarians were asked how reference service to off-campus students differs from traditional reference service. The general themes that emerged can be distilled into three specific words they used: networking, flexible, and contact. All expressed an awareness of the bottom-line nature of their positions and expressed a heightened sense of their need to remain elastic and open in the face of their users' research needs. Embodying and successfully communicating the value of information literacy was a universal concern.

When asked what they spend too much time doing, they identified a variety of "busy work." All bemoaned having not enough support staff to free them to be fully-employed at a purely professional level. They responded that they spent not enough time in professional development or in staying current with new information sources. Deprofessionalization was a concern.

Each was asked to name an item they would put at the top of the agenda could they call a meeting of their institution's key players. The items included asking for a larger role in planning; asking the library administrators to visit the branches and "walk a mile in [their] shoes;" unanimously, they wanted to discuss issues of equity of access, and have a chance to influence decision makers.

The interviewees were asked what they wanted to know about other extended-campus librarians. This question prompted a variety of responses. They wanted to learn new bibliographic instruction modalities, compare workloads, job descriptions and organizational structures. They all wanted to meet informally with others at a regional or state level; attendance at national conferences is budgetarily and logistically difficult for many of them. In this respect, extended campus librarians do express an unmet need for collegiality.

No examination of the current state of any form of librarianship is complete without some discussion of the transformational impact and influence of technology. When asked to look into the future of extended-campus librarianship, these librarians saw an environment of increased access through the increasingly competitive marketing of full-text databases, and through the Internet. (Most expressed a felt need to be more adept at the Internet.) They do not think the quantity of information available in future electronic settings will substitute for their expertise in demonstrating and teaching the skills their students will need to learn to successfully navigate this flood of information. At the top of virtually every interviewee's wish list was on-site, state-of-the-are technology, and an institutional commitment to upgrading hardware and software as it evolves.

CONCLUSION

Having examined the survey results and the interviews with extended-campus librarians, the authors can describe a confidence among these professionals that they have the skills to do the job, but they are hindered by factors beyond their control, e.g. budget constraints, time pressures felt by the nontraditional students and the accelerated pace of many courses offered in extended settings. Many contemporary students choose to continue their education in varieties of distant programs precisely because they do not have the time to commit to a traditional course of study. Some librarians working in this nontraditional environment saw themselves as falling into habitual "service" modes to the detriment of their instructional role. (One librarian described herself as a sometime "information waitress;") However, these professionals believe that given the time and the tools they are able to carry on the pedagogic traditions of reference librarianship. Many of them have vaguely-defined expectations of technology transforming their role in a more consultative direction, but they do not see their jobs as reference librarians threatened by the general devaluation of research skills in an electronic environment or by technology itself.

This study reinforced the authors' belief that extended-campus librarians are breaking ground for the future of all librarianship as more and more information becomes "accessible" rather than owned. In this context, it is especially important that librarianship in distance settings be defined, that it be included in the curricula of graduate library programs, and that its significance continue to be mainstreamed in the literature. Extended-campus librarians work in environments that bridge traditional reference services to the future. Their unique and varied experiences and training give them valuable insight that can be critical in defining the nature and characteristics of "quality" in reference services in these times of change and transformation.

ENDNOTE

1. Reference services are broadly defined as linking people with information or teaching them the skills they need to locate information.

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Bibliographic Instruction in an Off-Campus Setting: The Evolution of a Class Presentation

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Part of my responsibility as an Off-Campus Librarian at Central Michigan University is to provide onsite classroom bibliographic instruction. In the eight years I have been traveling to our teaching locations, my approach has evolved to meet the needs and constraints of the off-campus program. This paper shows the major steps in that evolution, leading to more effective class sessions.

Central Michigan University's (CMU) Extended Degree Program offers a Master of Science in Administration for working adults, at over 50 sites across North America. Because of the decentralized nature of the program, administrators have long felt it important that librarians visit program centers, to meet students and faculty. Off-Campus Library Services (OCLS) staff use this visit as an opportunity to publicize our program, which consists of 1) a variety of reference and directional services, accessible by telecommunications; and 2) a document delivery service quartered on our main campus in Mt. Pleasant, also accessible by telecommunications. We combine this orientation to Off-Campus Library Services with bibliographic instruction.

EARLY PRESENTATIONS

Initially I chose classes to visit on the basis of travel convenience. For example, if all three courses starting at McGuire Air Force Base were likely to require some library use, that was a good time to visit. Soon enough, I realized that I was seeing some students several times, and missing others. So I decided to visit the same two courses whenever they were offered. MSA 610 (Environments in Administration) was a course students were likely to take early in their program, and MSA 680 (Integrative Analysis of Administration I) was taken toward the end of the program. In MSA 610, I focused on introducing services, and briefly introduced major reference sources. In MSA 680, the emphasis shifted to the upcoming literature search.

Class time was limited by what instructors were willing to share. Some would only allot 15 or 20 minutes for a library session. The initial brief stand-up presentation did little more than call attention to the librarian's willingness to help. Several reference sources key to the curriculum (e.g., *Business Periodicals Index* and *U.S. Government Manual*) were introduced and passed around the room.

Passing reference books around does not ensure that students even look at the source, much less understand what they are seeing. I began making transparencies of pages from the sources featured. This allowed for a more focused introduction to sources, and the chance to involve students. I asked questions that required students to interpret and evaluate the content of the sources. For example, when a sample entry from *Business Periodicals Index* was shown, I could ask if any of the articles cited had a bibliography. Which article is the most current? the longest? Do any appear to have the perspective of the employee? Which would be considered scholarly? Incidentally, I found that if I asked everyone the same question, almost no one felt responsible for answering. If I asked a question to a particular group, students took the query much more seriously.

Faculty became more willing to share class time, so I turned to a simple worksheet for MSA 680. The brief worksheet had questions about planning the search, and questions highlighting representative sources (a bibliography, a periodical index, and a directory). Since the session took place in a classroom, I carried in some reference books, and copied pages from others; work was done in groups.

THE COMING OF MSA 600 AND THE LIBRARY MODULE

In 1990, Administrative Research and Report Methods (MSA 600) became a required course in the Extended Degree Program. This course was designed to be taken early in a student's program. MSA 600 functions as an introduction to graduate study and research, and lays the foundation for the capstone project required for graduation. Best of all, built into the course is a library module of two to four hours.

My observations of participation in the earlier workshops had confirmed that many students were unfamiliar with the sources featured, and even conventions of literature searching. The effectiveness of hands-on instruction was obvious. Additionally, in classes which meet for four to eight hours (our schedule uses an intensive, compressed time format), active learning is especially productive--and appreciated. So the use of a worksheet was continued. For reasons of education and logistics, working in groups was likewise continued. But I moved away from using copies of pages from reference books to bringing/sending the actual books. In no way can a sample page show the richness and usefulness of a source. This meant that we had to develop a collection of superseded reference sources that could be used as travel copies.

The first professor with whom I worked in MSA 600 designed the course around a representative project topic, employer-sponsored day care. I developed a library exercise, focusing on a search strategy for this topic, and devised a similar exercise on staff turnover for the next 600 workshop. By testing these worksheets, and analyzing class discussion, I was able to fine-tune the format. An example of a current version of the worksheet is found in the Appendix. Among the major changes (to be discussed in more depth later) were these:

- more conceptual aspects of planning a search were added;
- more sources were included;
- questions and spaces for answers provided more cues;
- varying versions of worksheets were devised, to accommodate the varying conditions in which workshops are given;
- additional topics were developed, for the benefit of faculty and librarian;
- challenge and optional questions were added for groups finishing early, or wanting to demonstrate excellence;
- arrangements were made, whenever possible, to do the workshop in a library;
- information technology was added;
- jargon was removed (e.g., **holdings**), or better context clues to meaning were provided;
- questions were pruned from the expanded versions, to fit class time better;
- groups were limited to two or three members--that size group can conveniently share materials;
- worksheets were corrected (but not graded!) and returned, via the instructor;
- feedback sheets were developed, summarizing what groups had said, and indicating some of the recurring problems.

CHANGES TO THE WORKSHEET: DISCUSSION

ADDITIONS

Even the shortest worksheets paid some attention to planning the search, e.g., topic choice, determination of scope, types of materials to be used. This became Part I of the expanded worksheet. After setting up a hypothetical situation, I suggest a paper topic, and ask students to discuss the pros and cons of the choice. Is the topic relevant to my work setting? interesting to me? appropriate for the assignment? practical to search? What do I hope to learn about the topic, in the process of doing the paper? What types of sources would be worth consulting? What are some good keywords to look up? Depending on circumstances and time, I may do Part I through class discussion or in small groups. Discussion makes better use of limited time, is easier to manage, and can be more productive. Small group discussion is more involving, and some groups really get absorbed. Others have a hard time getting started--or stopping.

Part II is the actual search, and is always done in groups. Part II consists of eight questions, involving the use of:

- ○ at least one handbook;
- ○ the library's catalog (or a transparency of a CMU catalog screen, when working in a classroom);
- ○ *Subject Guide to Books in Print*;
- ○ one print periodical index (*Business Periodicals Index* or *Hospital Literature Index*);
- ○ a second periodical index, either an automated one or a complementary print index, depending on the setting;
- ○ *Encyclopedia of Associations*;
- ○ *United States Government Manual*;
- ○ *Statistical Abstract of the United States*.

Part III is optional, and few groups do it. It consists of planning Boolean searches in an automated index. The session ends with a debriefing of the entire class.

In Part I, I initially asked students to list the types of information sources that would be useful. They rarely got beyond the obvious: books and periodical articles. Now I provide a list of 14 types of sources (e.g., videos, staff of government agencies), and ask students to double star those sources most likely to be used, and single star any other potentially useful types. The latter question, which should result in all remaining items being starred, is aimed at enlarging students' concepts of information sources. When handled in a class discussion, the point is made easily. In small groups, students tend to miss the point. They think in fairly conventional terms and/or answer a different question: how **likely** is it that there will be information on the topic in this type of source?

Originally, for questions on sources ("Give the citation for....") I just provided a couple of blank lines for the answer. Responses were inconsistent, and it was unclear whether students knew what the elements of the citation meant. Once I tried killing two birds with one stone, and said, "Give the citation for..., using APA style or Turabian;" a handout on style was provided. This simply muddied the water. Now all questions cue the answers, as in this example:

Business Periodicals Index is an excellent starting point for management topics. Look for an article on child care as a benefit; try to find one with a bibliography.

Subject heading consulted ______________________________

Article title ______________________________

Author(s), if named ______________________ *Title of periodical* ***(SPELL OUT–see list of abbreviations in front of volume)*** ______________________

What evidence is there of a bibliography?

____

Volume number _____ *Issue number (if any)* _________

Page number(s) ______ *Date* ______________________

Even with such specific cuing, students have questions. But at least they can ask focused questions, such as "How do you know if there's a bibliography?" I have a greater assurance that students are doing more than just copying words.

One recurring problem with the worksheet is that students do not always read carefully. One partial solution is to highlight directions through the use of uppercase letters, bold, italics, or a combination of the same, e.g., **Double star the sources you would be most likely to consult,** ***single star potentially useful ones with lower priorities.***

Although doing a workshop in a classroom is more effective than lecturing, it does not compare to working in a library. Since many of our classes meet on military installations, I have often been able to arrange to do the session in a military library. In one case, a community college provides a library and cooperating librarian.

In the course of this worksheet evolution, the electronic age hit libraries. This required adding automated searching when the workshop is done in a library, and examples of automated searching when done in the classroom. We are now working on getting travel equipment, so that demonstrations and hands-on search activities can take place wherever we go. Although we have a travel laptop and LCD panel, many of our classrooms lack modem access; those that have it may not be set up for long distance calls. Technical assistance on site is rarely available. We are considering adding traveling CD ROM readers, which would allow for demonstrations and student searches unimpeded by most technical difficulties.

The original topics, employer-supported day care and staff turnover, turned out to have many useful attributes, which have been sought in other topics:

- reasonable (but not overwhelming) availability of information;
- the need to use varying terminology to locate materials (a topic like **absenteeism** is just too obvious);
- the presence of a certain amount of frustration that adds reality to the search;
- the variety of sources in which information can be found (e.g., periodical indexes, directories, handbooks, etc.);
- the varied perspectives from which the topic can be viewed (e.g., management, education, public affairs, military and health care settings);
- the ability of students to relate to a topic.

Workshop topics that have been added include coping with difficult employees, gain sharing, hiring, performance rating, and employee assistance programs. Some instructors request that I develop a workshop on a topic relating to what they are doing in class; most choose from the existing possibilities.

Because of the varying settings in which the workshop is done (classroom, libraries with very limited technology, libraries generously endowed with technology) and student makeup (students in the same academic concentration/ major, students from several concentrations), several variations of the worksheet have been prepared for each topic.

SUBTRACTIONS FROM THE WORKSHEET

There is always the As-long-as-you-are-up-would-you-get... syndrome in preparing a presentation. As the advent of MSA 600 gave more time for the library session, I added too many questions to the worksheet. Besides the limitations of time, I realized that student enthusiasm sometimes segued into overload. I dropped the use of a third periodical index, when I realized that consulting two made the point. Another question was dropped when I realized that it was not doing what it was supposed to do. One question was moved to the challenge portion. Now, if a question is added, one will have to be dropped.

The use of jargon crept in, and had to be removed or explained within the worksheet. For example, students questioned the meaning of the term **citation**. Now the word is used in a context that helps students figure out the meaning.

FOLLOW-UP TO THE WORKSHEET

A debriefing is given in class, and emphasizes the pattern of the search, rather than the specifics: 1) planning and refining the search, and 2) major types of search tools (handbooks, library catalogs, bibliographies, periodical indexes, directories, and statistical sources). Recurring questions students asked during the workshop are discussed, as well as perennial bugaboos, such as the need to look up the abbreviations used in periodical indexes.

The most ideal follow-up is when time is available at the end of the instructional session, for students to start searching for information on their own topics. Interestingly, few students take much advantage of this option; maybe this is part of the overload syndrome.

A few MSA 600 instructors give assignments that require a more systematic literature search. I have one version of the worksheet that has all mention of topics taken out, so students can use the form for their own subjects.

Worksheets are collected, with names of group members. I usually go through the papers, both to give the students feedback and to get feedback for my own use. No grades are given. The evolution of the worksheet has been strongly influenced by questions the students asked while working, or the misunderstandings revealed by their written responses. I write the instructor a note on the workshop results, and report on the quality of the participation.

Some instructors give a small credit for the worksheet, others tell students that questions on the library will be included in the final; most do nothing. This has some slight effect on groups' motivation to complete the worksheet. The instructor's attitude certainly affects my credibility in the classroom.

Students sometimes ask if they may keep the worksheet, because they like the search strategy. Although they get the worksheet back, I also provide a handout entitled "Checklist for a Literature/Information Search." This includes all the steps and sources from the worksheet, and much more.

Students are offered a form at the end of the session, to use to request help on searching specific topics of their choice. When I call back a day or two later with suggestions, I try to key my answers to the workshop session. For example, "Consult *Encyclopedia of Associations*, which you looked at the other day. It's the one where you have to start with the 'Name and Keyword Index.'" "Try a search at ABI INFORM at the public library. You may remember the example we looked at in class...."

When I return the worksheets, I include a generic feedback sheet, which includes student answers to discussion questions, some of the conventions of searching encountered, the most direct term(s) to search in the various indexes, and errors to be avoided (e.g., choosing overly short articles).

REMAINING PROBLEMS

Despite my general satisfaction with the session, some problems remain. One relates to the use of groups. Some faculty prefer that I divide students into their assigned work groups. When these groups are too large, I subdivide. Two or three in a group is logistically, but not always educationally sound. Sometimes no one in the group can spark the work. Some groups emphasize filling in the blanks, and subdivide the work. I try to stress that sharing the work is fine, as long as they share the results: each member should leave the session familiar with all the references introduced.

Although I circle the room, responding to--and trying to anticipate--questions, I am not always aware of groups that need a lot of help. Some students are hesitant to ask for assistance; some pre-workshop comments work better than others in encouraging questions.

Faculty interest in the sessions varies. The best sessions are usually those in which the instructor gives a big library build-up, and sessions with heavy librarian/faculty interaction. Very occasionally an instructor leaves the room, which seems a clear message to the students of the unimportance of libraries and librarians. I invite faculty to interact with me in the class discussions, and try to draw them into the discussion.

Limitations on my ability to use technology are increasingly a frustration, although this may soon be ameliorated. On the other hand, a growing number of students do not want to hear about print sources, although few of them are in situations where they are fully served by what they can find via computer.

It is not always possible to do a worksheet in class, usually due to insufficient time, overly large classes, and/or overly small classrooms. I still follow the workshop sequence as best I can, pass books around, and try to leave books in class for students to consult when they have a break.

Although I am pleased with the workshop, I feel some guilt that I am not changing what I do enough anymore. As a former elementary and university instructor, I am accustomed to using a variety of methods, and making lots of changes. The more fine-tuned the workshop has become, the fewer changes I need to make. Am I resting on my laurels? Am I kidding myself? What other approaches can I take?

CONCLUSION

With limited time available, the worksheet as it has evolved appears to fill the bill. Coupled with the discussion of services offered by Central Michigan University to its off-campus students, the exercise provides a variety of content and activity. Because the work is done in groups, students can help each other (cooperative, active learning). By having time to use sources, rather than just look at them, the efficacy of these sources becomes clear. *Encyclopedia of Associations* and *Subject Guide to Books in Print* are particular favorites. Automated searching is generally the high point, although students are often seen copying citations from print indexes. Many conventions of searching (e.g., varying methods of organization, using materials found to lead to additional materials, appropriate use of terminology) are introduced in context. There is time for interaction between students and librarian (and any faculty who choose to be involved) to clarify concepts.

My initial approach was to assume that some graduate students would have reasonable library skills, but not necessarily be familiar with searching the management literature. Over the course of time, I found that it was safer to assume no knowledge, and try to build a framework that students could use for their own searches. Indeed, the worksheet is called **Prototype Literature Search**.

It is no longer hard to accept the fact that graduate students need a lot of direction; that's just how it is. Many students comment on the fact that they never had this kind of attention before from a library staff; some report never using libraries as undergraduates. Those who feel themselves unneeding of bibliographic instruction (they will always be with us!) are generally polite about it; observing their classmates surely illustrates the need for instruction.

I regularly come up with other ideas for approaches and methods, and think that it is time to go off in another direction. As yet, I can not overcome my conviction that the workshop has evolved into an effective, involving, flexible, inviting way to assist students in using libraries and information resources.

APPENDIX

PROTOTYPE LITERATURE SEARCH

PART I

You have chosen the **rating of staff** as a preliminary direction for a course assignment. Now you are ready to start searching for information on the topic, and assembling a preliminary bibliography. Assumptions: this topic meets the demands of your course, is relevant to your work, and interests you. As you begin your search, you will be checking to see if there is sufficient literature to fulfill the assignment, and deciding more exactly what your focus will be.

1. Define and clarify your topic:
    Check your textbook(s) for background information.
    Discuss the topic with knowledgeable colleagues.
    Begin to check your topic in specialized dictionaries, handbooks, and other introductory sources.

2. What do you want to learn about **staff rating**, in order to write your paper?

3. What types of information sources might prove helpful? For today's purposes, consider sources outside your organization. **Double star the sources you would be most likely to consult, single star potentially useful ones with lower priority.**

____ monographs (books)
____ periodical articles
____ newspaper articles
____ government publications
____ laws, regulations
____ technical reports
____ conference papers

____ audiotapes
____ videotapes
____ dissertations
____ staff of companies
____ govt. agency staff
____ staff of prof. assns.
____ staff of trade assns.

____
other:____________________

4. List at least five terms that should be useful in a subject search for materials. Start with the most direct term (e.g., **performance ratings**). Consider synonyms, related terms, and variants (e.g., **performance appraisal**) broader terms, narrower.

PART II

1. **Briefly** skim at least one background article copied from handbooks and manuals. Look for topics, terms, and resources to add to your earlier lists. Identify one book cited.

Author ______________________________
Title ______________________________
Publisher ______________ Date ________

2. Check the library catalog for a book on the topic, or one that is likely to include **performance appraisal**.

Subject consulted
____

Author
____

Title
____

Publisher ______________ Date ______________

No. of pages ______ Call no. ______________

Under what other subject heading(s) is this book listed?
____

3. Check *Subject Guide to Books in Print*. Choose one book that looks as if it might be useful to you.

Subject heading consulted
____

Author
____

Title
____

Publisher
____

Date ______________ Length ______________

4. *Business Periodicals Index* is an excellent starting point for management topics. Look for an article on your topic; try to find one with a bibliography.

Subject heading consulted
____

Article title

____

Author(s), if named ________________________

Title of periodical **(spell out--see list of abbreviations in front of volume)**

____

What evidence is there of a bibliography?

____

Volume number _____ Issue number (if any) ________________

Page number(s) ______ Date ______________________

5. Check an automated index. **Note: This will be done as a demonstration; have the librarian initial your worksheet when you have seen the demo.**

6. Identify an association that you might want to consult; **start with the Name and Keyword Index of *Encyclopedia of Associations*.** If you don't find an association specifically interested in your topic, use your ingenuity to locate a relevant group with broader functions which might have information on the topic.

Association that might be worth contacting:
Name

____

Size of organization

____

Telephone___________________________________

7. You might like to investigate linkages between performance ratings and salary. To find information on salary, consult *Statistical Abstract of the United States* to find salary data. [Note: You probably won't find anything directly related to **performance evaluation**, but at least you'll get to use an important source.]

Table no. with salary data _____

Title of table

____

What agency collected these statistics?

____

8. I'd like to know if the agency that collected the above statistics has other information of interest. Look in *United States Government Manual* for contact information on the agency.

Telephone number of agency__________________________
Name of contact/subdivision __________________________

PART III (Optional)

1. Now that you've done a preliminary literature search, you may want to redefine your focus. List at least three subtopics or related topics that might be suitable for a paper.

2. Many electronic databases, like the one you searched today, are now available that may be searched online or from a compact disc. There are two major advantages of some of these databases: a) you can search keywords, as well as standard subject headings; and b) you can combine concepts. Searching is done via keyboard. Better results are often obtained when you search using the standard terminology of the database.

You can combine in three different ways: AND (e.g., **performance evaluation and research**) OR (e.g., **performance evaluation or performance rating or personnel evaluation**) and NOT (e.g., **coaching and not athletics**). Plan additional searches; start by thinking what relationships you would like to explore. Then design the actual search statements you might make.

Search concept:

Search statement(s):

Search concept:

Searchstatement(s):

Providing Reference Service to Graduate Independent Study Students Worldwide

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BACKGROUND

Embry-Riddle Aeronautical University's (ERAU) Extended Campus offers a variety of off-campus programs to serve the needs of a geographically diverse population. Undergraduate and graduate degree programs are operated through an extensive Resident Center network throughout the United States and Europe. In addition, for the last thirteen years, ERAU has offered undergraduate degrees via the traditional independent study approach.

Since January of 1993, ERAU has offered the Master of Aeronautical Science via independent study. Students can work toward their degree from almost anywhere in the world. The independent study graduate degree program consists of the same courses, curricula, and degree requirements as on-campus degree programs. Students receive videotapes of actual classroom sessions and communicate with their instructors and fellow students via a forum on CompuServe. Students receive textbooks, assignments, a study guide, and other instructional materials in order for them to successfully participate in and complete the course requirements.

As of spring 1995, there are approximately 325 graduate independent study students located in 22 countries and 37 states. In addition to these locations, many of the independent study students are active military and are often sent on short notice for temporary duty (TDY) to new locations.

WHAT IS LIBRARY SUPPORT?

Library Support is a department of the ERAU Extended Campus with offices located in Daytona Beach, Florida. Extended Campus Library Support (ECLS) has a staff of seven: three professional librarians (a director and two reference librarians) and four paraprofessionals. ECLS is administratively separate from the ERAU campus library and reports to the Dean of the Extended Campus.

WHAT LIBRARY SERVICES ARE AVAILABLE TO GRADUATE INDEPENDENT STUDY STUDENTS?

Each graduate independent study student is provided with an *Independent Study Guide to Library Resources* which outlines ECLS library services, research suggestions, hints on finding local libraries, and an annotated list of aviation-related indexes. Students are encouraged to make an effort to find research materials on their own by using local libraries.

If local resources prove inadequate, students can contact an ECLS reference librarian, who can assist them with their research. Reference librarians can be reached through CompuServe, the Internet, toll-free telephone, or fax.

In addition to the *Independent Study Guide to Library Resources*, the ECLS reference librarians prepare "Research Guides" that are tailored specifically to the objectives and assignments of each course. These guides supplement the more general *Independent Study Guide to Library Resources* and are available in the CompuServe forum for students to view or download.

Library Support uses technology whenever possible in assisting independent study students. As stated above, independent study students have access to a wide array of bibliographic and full-text databases through CompuServe[1]. Since April, CompuServe has added full Internet access capabilities. This has allowed us to create a World Wide Web home page that gives the independent study students access to the ERAU library catalog. And, in the future, students may have access to periodical databases through the ERAU campus library at Daytona Beach.

WORKING WITH GRADUATE INDEPENDENT STUDY STUDENTS: THE COMPUSERVE FORUM

There are several advantages of using the CompuServe forum for reference services. Having access to the independent study students' forum enables the reference librarian to virtually "sit in" on class discussions and answer library-related questions on the spot. In a traditional classroom situation this is not possible. Access to the individual class sections on the forum allows ECLS to play a more proactive role in helping students find information to complete their course work (see Appendix I for an illustration of the CompuServe forum).

Before each term, ECLS acquires each course's study guide. This enables the reference librarians to know what is expected of the independent study students prior to the beginning of the term. The librarian is then better prepared to respond to the students' needs on the forum.

ECLS has a dedicated section on the forum to store "Research Guides" for download that may be helpful in getting the students started on their research. These informational sheets are course-specific and are intended to complement the *Independent Study Guide to Library Resources*.

Finally, interacting with students via the forum enables the reference librarians to foster long-term working relationships with students. These interactions allow the reference librarians to get to know and understand each student's specific research interests and to anticipate and be on the lookout for further information. The relationship between student and librarian often lasts from the initial question of the beginning student to the completion of the student's final course, the Graduate Research Project (GRP).

DRAWBACKS OF WORKING WITH GRADUATE INDEPENDENT STUDY STUDENTS: THE GEOGRAPHICALLY DISPERSED USER POPULATION

Though there are a lot of positives to working with independent study students, there are also many drawbacks.

For many reasons, the biggest challenge to the Library Support reference librarians is that students are not grouped in one location. Students' access to libraries and information resources varies greatly. Some students live in big cities with several libraries at their disposal and just need help in getting started. Other students live in rural areas where appropriate library materials are scarce; these students usually require a higher level of service.

In addition, there are those students taking classes from locations outside the United States. As of spring 1995, over twenty percent of ERAU independent study students were working on their degrees from countries other than the United States. These students are faced with a double burden: they often do not have access to adequate aviation information, and they need help locating materials in English. As this segment of the user population continues to grow, ECLS will have to pay increased attention to their information needs.

Furthermore, our independent study students have difficulty finding the information they need to complete their assignments. Due to the specialized nature of the degree programs offered by ERAU, students often have trouble locating specific information at local libraries. The literature of aviation and aeronautics is very broad and can be found in disciplines such as engineering, computer science, business, medicine, and psychology. The two most helpful aviation-related indexes are *Aerospace Database* and *Aviation Tradescan*. Neither of these indexes is widely available. Moreover, if the students do have access to either of these indexes, finding the indexed materials at local libraries can be problematic.

CONCLUSION

As explained above, it is a daily challenge for ECLS to prepare for and anticipate the needs of such a geographically diverse user population. One solution to these problems is to provide the students with access to the appropriate resources, which would allow them to identify, evaluate, and procure the information they need for their graduate research.

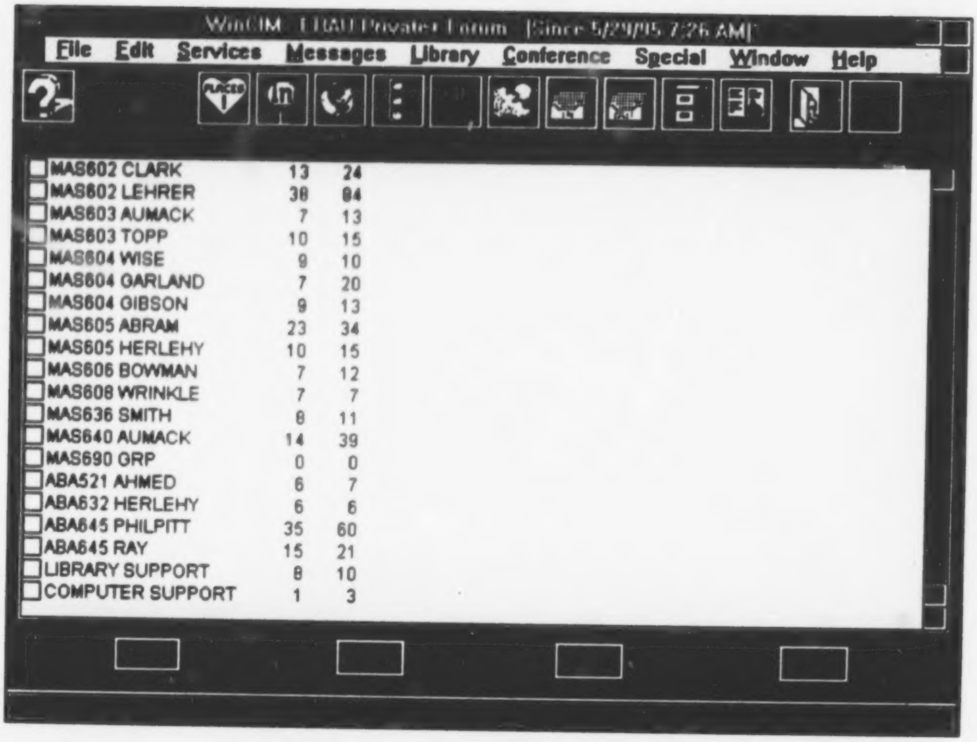
In addition to the online catalog, these tools would be subject-appropriate databases that the students could search from their home computers. But this also poses a problem. If students do have access to online periodical databases--and are able to identify graduate-level, aviation information--finding such specific information at local libraries will continue to be an obstacle.

ECLS looks forward to the day when all independent study students can conduct research from home. This will allow the reference librarians to educate students and help them find information on their own. Until then, ECLS must meet the challenges of working with existing technologies and access issues in order to provide quality reference service.

ENDNOTE

1. We have found that few independent study students have tried searching for information on CompuServe. We assume this is due in part to the prohibitive cost.

APPENDIX I


WinCIM - ERAU Private Forum [Since 5/29/95 7:26 AM]
File
Edit
Services
Messages
Library
Conference
Special
Window
Help
PLACES

☐ MAS602 CLARK	13	24
☐ MAS602 LEHRER	38	84
☐ MAS603 AUMACK	7	13
☐ MAS603 TOPP	10	15
☐ MAS604 WISE	9	10
☐ MAS604 GARLAND	7	20
☐ MAS604 GIBSON	9	13
☐ MAS605 ABRAM	23	34
☐ MAS605 HERLEHY	10	15
☐ MAS606 BOWMAN	7	12
☐ MAS608 WRINKLE	7	7
☐ MAS636 SMITH	8	11
☐ MAS640 AUMACK	14	39
☐ MAS690 GRP	0	0
☐ ABA521 AHMED	6	7
☐ ABA632 HERLEHY	6	6
☐ ABA645 PHILPITT	35	60
☐ ABA645 RAY	15	21
☐ LIBRARY SUPPORT	8	10
☐ COMPUTER SUPPORT	1	3

APPENDIX

Open Hearing on Research Priorities:
A Background Paper

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In order to establish a context for the Open Hearing on Research Priorities being held at the Seventh Off-Campus Library Services Conference, this paper outlines the background and results of a survey conducted in 1994 by the Research Committee of the ACRL Extended Campus Library Services Section.

Part of the Committee's charge is to "identify areas where research is needed". To this end, a questionnaire was developed to enable librarians, administrators, and other interested individuals to select five important areas of extended campus library services requiring research studies.

The potential research topics identified in the questionnaire were based on the "Seeds for Thought" summaries from the last three Off-Campus Library Services Conferences (Charleston 1989; Albuquerque 1991; and Kansas City 1993). At the conferences, participants were asked to complete a form that included a section entitled "Topics that should be researched" [illegible] ECLSS Research Committee reviewed the specific research topics listed by the participants and then grouped those topics into broad categories to eliminate duplication and to make the questionnaire more manageable.

At the end of the process, the questionnaire identified thirty-one potential research topics. Respondents were asked to:

- Select five topics from the list that, in their opinion, urgently require research studies.
- Prioritize the five choices by marking "1", "2", "3", "4", or "5" by the selected topics.
- Indicate whether they had already conducted research in any of the listed areas.
- Identify which specific aspects of their five selected areas need new or further research.
- Indicate whether they would be interested in participating in a joint research project with other individuals.

The questionnaire was posted on the OFFCAMP listserver, published in the ECLSS Newsletter, and distributed at the ECLSS general membership meeting in 1994. Fifty-six completed questionnaires were returned. Forty-eight of the respondents were from the United States, seven were from Canada, and one was from the United Kingdom.

Based on a tabulation of rankings, the following five topics emerged as the highest priority in the survey:

- Bibliographic instruction for extended campus students. What techniques are being used to deliver bibliographic instruction to distant learners and what is their relative effectiveness?

- Use of new technologies to enhance library support for distant learners. How can newly emerging digital resources best be integrated into library services for extended campus students? How do we measure their effectiveness?

- Perceptions of campus administrators regarding the value of extended campus library services. Do campus administrators view library services to extended campus students an important and justifiable use of resources? If so, why? If not, why?

- Funding extended campus library services. What are the cost components of providing library services to extended campus students? What funding models and formulas are being used and how adequate are they?

- Providing library services to independent learners who are not able to use an academic library in person. What are the essential library services off-campus students should be provided? What models are in place for providing these services and what are the factors that contribute to their success?

While these are the topics ranked highest in need by survey respondents, many other topics meriting research were identified. Following is a complete list of the topics in rank order as selected by the respondents:

1. Bibliographic instruction for extended campus students. (24 votes)
2. Use of new technologies to enhance library support for distant learners. (21 votes)
3. Perceptions of the campus administration regarding the value of off-campus library services. (16 votes)
4. Funding extended campus library services. (16 votes)
5. Characteristics of faculty/instructors in extended campus programs. (12 votes)
6. Providing library services to independent learners who are not able to use an academic library in person. (11 votes)
7. Models of extended campus library support systems. (11 votes)
8. Document delivery for extended campus programs. (11 votes)
9. Collection development issues in extended campus library services. (11 votes)
10. Applying adult education theory and practice to extended campus library services. (10 votes)
11. Satisfaction of extended campus students with library services. (9 votes)
12. Comparison of library assignments in on-campus and extended campus courses. (9 votes)
13. Attitudes of regular library staff to serving extended campus students. (9 votes)
14. Promoting/advertising/marketing extended campus library services. (8 votes)
15. Satisfaction of faculty/instructors with library services for extended campus programs. (8 votes)
16. Library education for extended campus librarianship. (8 votes)
17. Cooperative agreements between libraries to serve extended campus students. (8 votes)
18. Quality of library service provided to extended campus students. (7 votes)
19. Characteristics of extended campus students. (7 votes)
20. Accreditation standards for library support at extended campus sites. (7 votes)
21. Service to extended campus students from other institutions. (6 votes)
22. Effect of copyright law on extended campus library services (in U.S.A.). (6 votes)
23. Writing grant proposals or securing grants to enhance extended campus library services.

(6 votes)

24. Developing new library services for extended campus programs. (6 votes)
25. Implications of consortia for extended campus library services. (5 votes)
26. Characteristics of libraries at extended campus sites. (5 votes)
27. Characteristics of librarians and/or support staff who serve extended campus programs. (5 votes)
28. Use of online public access catalogues at extended campus sites or by independent learners. (4 votes)
29. User fees for extended campus library services. (3 votes)
30. Effect of copyright law on extended campus library services (in Canada). (2 votes)
31. Library support for extended campus programs at specialized locations. (2 votes)
32. OTHER: Personnel issues at off-campus site libraries. (2 votes)
33. OTHER: Quality of education in distance education versus quality of education for traditional students. (1 vote)
34. OTHER: Ensuring off-campus students receive a "library experience". (1 vote)
35. OTHER: Measures and evaluative tools for libraries providing service to distant students. (1 vote)
36. OTHER: Cooperation with public libraries. (1 vote)

Following completion of the survey, the objectives of the ECLSS Research Committee were to disseminate information about the results and to connect individuals interested in collaborating on one or more research projects.

To accomplish these objectives, a letter summarizing the survey results was sent to a selection of library and distance education journals and to various library schools. The letter was also posted on the OFFCAMP listserver. In addition, the Research Committee conducted an open hearing at the ECLSS Discussion Group meeting in June 1995. The intention of this hearing was to solicit more feedback about specific research needs and to provide a mechanism for individuals interested in collaborative research to establish contact with one another.

Since the information provided by Central Michigan University through its Off-Campus Library Services Conferences served as the basis for the ECLSS Research Committee survey, it is appropriate that the next stage of the project occurs at the 1995 Off-Campus Library Services Conferences served as the basis for the ECLSS Research Committee survey, it is appropriate that the next stage of the project occurs at the 1995 Off-Campus Library Services Conference. The open hearing scheduled at this conference is intended to continue the forum started at the ECLSS Discussion Group, to provide individuals who were not present at the first hearing with an opportunity to make their views and interests known, and to encourage participants to collaborate in conducting research studies.

"Providing library services to extended campus students is a fertile field of research for anyone interested in making a significant contribution to a growing and increasingly important area of academic librarianship." (*College & Research Libraries News*, June 1995, p. 381, 383) This sentence, from a news item describing the results of the ECLSS Research Committee survey, summarizes the conclusion of the Committee regarding research on extended campus library services and serves as an invitation to librarians, library school faculty, graduate students, and educators to conduct studies that will produce some urgently needed data on issues pertaining to library support for distance learners.